
THE JUNIOR COLLEGE JOURNAL

OFFICIAL ORGAN OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES
MEMBER OF THE EDUCATIONAL PRESS ASSOCIATION OF AMERICA

Vol. X

MARCH 1940

No. 7

Ordered Reflection for Wide Generalization

[EDITORIAL]

We are very busy surveying and testing. But the bulk of the data disclosed is never properly classified nor intelligently interpreted. It is not actually used to guide the activities of educator and educand in a mutual effort to develop immature personality. In fact, it may be, as recently suggested in an important educational yearbook, that educational science has now made its contribution and that research among educational problems should be from now on primarily on the level of philosophical thinking. This, however, is probably too narrow a view. Undoubtedly, more and more pertinent information is needed in every corner of the total field of educational problems. But what we now have needs skillful consolidation. Then, application may be made to the actual problem situations of every-day work in classroom, school, and office.

This might result, we would hope, in raising the reflective thinking in the usual public school situation above the fumbling of traditional decision, rationalization, and executive pronouncement to serious and skillful attempts to solve the many sore problems always present. This ought to be worth while, if procedure is in terms of ordered mind activity, getting evidence on hypothetical solutions and deducing useable con-

clusions for experimental tryout. Thus, the over-effect of tradition and the lag in group change might be overcome.

All education is looking for the true philosopher, for that way lies hope of a solution of its many problems. But the fact is that most of our present-day reflective thinking is on the level of pseudo-philosophy only. This low type of mind activity might have been excused in the past. The schoolmen of the medieval period had no basic store of scientific fact to draw from. They, no doubt, were partially stultified by complexes resulting from ecclesiastical authority. It was, perhaps, creditable for them to debate the question, How many angels can stand on the point of a needle? But the modern false educational philosopher is more culpable. There is quite a store of scientific fact available for him, if he will use it. The true educational philosopher, with whom lies hope for progress in education, is aware of and understands the conclusions of the more or less objective research published in the field of education. Because of his wide experience, personal and vicarious, and because of his high native intelligence, he is capable of using these scientific data in further thinking toward worth while generalization. Here solutions of great value may appear to guide public education onto

higher levels from low valleys of negative non-thinking.

Perhaps the most serious result of present lack of ordered reflective thinking is our ignorance of the actual details of teaching success and our failure to illustrate it in the classroom. There are even two (at least) philosophies with regard to the making of a test for teacher classroom success. One, illustrated in a recent national survey, seeks for some one item of personality symptomatic of success or failure. For example, if the percentage of students in a classroom who are paying attention be computed, *that* may be a measure of degree of teaching success. The other more sensible, at least more eclectic, attitude would analyze *all* factors and concomitants of the teaching act, would make accurate measurements when possible, and would determine which items of teacher or student personality and ability, of environment, of school support, of preparatory background, and other factors are related to optimum development of each learner to the limit of his immature and later adult capacity.

The purpose of junior college teaching is to obtain socially desirable changes in immature individuals, sympathetically to accompany each learner from where he is to where he is capable of going. Would not an accurate measure of teaching success consist of a sum of these gains in total personality? A recent book on *Measurement* gives detailed suggestions on tools and methods here. Supervisor skill and instructor common sense will insist on judgments of teaching success based on this point of view.

One basic difficulty in general education, then, is a serious lack of true philosophical thinking. This might supply generalizations in the many problem areas present, so that experimental try-out could be made for better

things. However, we educators are not *laissez faire* practitioners only. The fact is that education has developed and is progressing in a similar manner and at about the same rate as the other segments of the social science realm. Advancement toward the solution of all problems of human relationship has been and is halting, through ignorant trial and error, by fumbling processes of wish-thinking and rationalization, with refusal to listen to and apply the suggestions of the great reflective thinkers, the sages and prophets from Confucius, Buddha, and Jesus through Plato and Comte to Pareto, Dewey, and the other modern philosophers, who are so near that we cannot see them.

Public school educators have organized in serious search for wide, worthwhile philosophies from time to time. One of the most influential of these attempts resulted in the so-called "cardinal principles of education" about twenty years ago. Now we have the Educational Policies Commission of the National Education Association. They have suggested a fourfold objective to affect self-realization of the educated person, happy membership in family and community, economic efficiency of the producer and the consumer, and civic responsibility of the citizen.

Education and the whole world need, as never before, generalizations which will guide toward better things for childhood, youth, and men and women. Thus the lesser good in social relationships may slowly be made better and right. To affect this happy consumation, we need also intelligent socially-minded, altruistic followers. Our hope lies with the younger citizens of today, who may learn to be the true philosophers of tomorrow. We must teach our junior college students how to think.

FREDERICK L. WHITNEY.

Branch Junior Colleges and Coordination

DANIEL S. SANFORD *

This paper is the second half of a larger report on the subject of inter-institutional cooperation and coordination involving junior colleges. It is concerned with the organization of the branch junior college and special attention is directed in it to the problems of coordination on a regional basis. The first half of the report, which preceded the present paper, concerned junior college cooperations with nearby institutions, some of which were higher educational institutions and others community agencies, such as libraries, museums, the Young Men's and Women's Christian Association, commercial and industrial enterprises.¹ In contrast to the organization of branch junior colleges, these cooperations were for the most part informal in nature. They were designed to make available to the junior college the resources of the community in connection with the junior college program.

Both studies of cooperation and coordination between junior colleges and other institutions are attempts to make an initial and exploratory survey of the problem, and it is hoped that at some later time these will be followed by more extensive investigation. They have drawn their findings from replies to a letter of inquiry sent to all junior colleges in the United States and from statements contained in junior college catalogs. It is evident that there are limitations

to an investigation which depends for information on the use of a questionnaire or letter of inquiry. This is particularly true in the present study. The information obtained has been largely in the nature of formal statements of co-operations and coordinations participated in by junior colleges. In most instances reports on the success of these arrangements in practice and often on the extent to which they have been utilized are lacking. Another difficulty in a questionnaire study is that replies are seldom received from the entire group of institutions to which the inquiry was sent. In this study 229 junior colleges responded, or 41 per cent.

The letter of inquiry sought to obtain information concerning arrangements for the establishment of branch junior colleges in areas without higher educational opportunity, the differentiation of instructional programs among neighboring junior colleges, and the linking of junior colleges to other higher educational institutions through agreements. It asked concerning cooperative arrangements: to increase and improve instructional offerings; to share instructors and facilities; to pool experience on administrative problems; to study educational needs; and to engage in joint programs of service to the area. The investigation was not concerned with the accreditation of the junior college by regional associations, universities or state boards of education, and it did not seek information on the transfer of junior college students, or on institutional participation in regional professional associations.

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¹ Sanford, Daniel S., "Cooperative Arrangements in Junior Colleges", *Junior College Journal* (January, 1940), 10:251-56.

BRANCH JUNIOR COLLEGES

One type of regional cooperation and coordination involving junior colleges is the arrangement which provides for branch institutions. Listed in Table I are 31 branch junior colleges, the names of the institutions with which they are associated or of which they form an integral part, and the location of each junior college. The institutions in this list were selected from those appearing in the "Junior College Directory, 1939," with the exception of five institutions, four of which were reported as having been established last September. Branch junior colleges were considered to be those organized by a recognized university or college; or those which had entered into close cooperative arrangements whereby they became integrally

associated with such institutions; or those which had been designated as branch institutions in letters or catalog statements. Examination of Table I reveals that in some instances a central institution has established several branches, as, for example, Pennsylvania State College with its Altoona, DuBois, Fayette, Hazleton, and Schuylkill Undergraduate Centers; The University of Pittsburgh with its branches at Johnstown and Erie; The University of Connecticut with branches at Hartford and New Haven; or Emory University with branches at Oxford and Valdosta. In other instances, it happens that some or all public junior colleges within a state may be organized as branches of the state university, as for example, the University of Georgia's Abraham Bald-

TABLE I

BRANCH JUNIOR COLLEGES, ASSOCIATED HIGHER EDUCATIONAL INSTITUTIONS, AND THE STATE IN WHICH THE BRANCH JUNIOR COLLEGE IS LOCATED.

1. California—Fresno State College	Coalinga Junior College
2. Colorado—Colorado State College	Fort Lewis Junior College
3. Connecticut—University of Connecticut	Hartford Extension Center
4. Connecticut—University of Connecticut	New Haven Extension Center
5. Georgia—Emory University	Emory at Oxford
6. Georgia—Emory University	Emory at Valdosta
7. Georgia—University of Georgia	Abraham Baldwin Agricultural College
8. Georgia—University of Georgia	Middle Georgia College
8. Georgia—University of Georgia	Abraham Baldwin Agricultural College
9. Georgia—University of Georgia	North Georgia College
10. Georgia—University of Georgia	South Georgia College
11. Georgia—University of Georgia	West Georgia College
12. Idaho—University of Idaho	Southern Branch
13. Louisiana—Louisiana State University	Lake Charles Junior College
14. Louisiana—Louisiana State University	Northeast Junior College
15. Ohio—University of Toledo	University of Toledo Junior College
16. Pennsylvania—Bucknell University	Bucknell University Junior College
17. Pennsylvania—Pennsylvania State College	Altoona Undergraduate Center
18. Pennsylvania—Pennsylvania State College	DuBois Undergraduate Center
19. Pennsylvania—Pennsylvania State College	Fayette Undergraduate Center
20. Pennsylvania—Pennsylvania State College	Hazleton Undergraduate Center
21. Pennsylvania—Pennsylvania State College	Schuylkill Undergraduate Center
22. Pennsylvania—University of Pittsburgh	Erie Junior College
23. Pennsylvania—University of Pittsburgh	Johnstown Junior College
24. Tennessee—University of Tennessee	University of Tennessee Junior College
25. Texas—Texas A. & M. College	John Tarleton Agricultural College
26. Texas—Texas A. & M. College	North Texas Agricultural College
27. Utah—Utah A. & M. College	Branch Agricultural College
28. Virginia—College of William and Mary	Norfolk Division
29. Washington, D. C.—Saint Mary-of-the-Woods College	Immaculata Junior College
30. West Virginia—West Virginia University	Potomac State School
31. Wisconsin—University of Wisconsin	Extension Division

win Agricultural College, North Georgia College, Middle Georgia College, South Georgia College and West Georgia College; or Louisiana State University's Lake Charles Junior College, and Northeast Center at Monroe.

Each of the junior colleges listed in Table I with the exception of the University of Toledo Junior College is located at a distance from the main or central campus. Except for Immaculata Junior College, Washington, D. C., which is a branch of Saint Mary-of-the-Woods College, Illinois, all branch junior colleges are situated in the same state as their central institutions. This circum-

stance may be partially explained by the fact that 25 of the 31 junior colleges listed are public institutions. They have been established within the state as part of a "system of colleges" which may include experiment stations and extension units. The demand for extension services has played a part in the establishment of these and also in the establishment of privately controlled and denominational branch junior colleges. It will be noted that five of the six private and denominational junior colleges in Table II are located in the same state as the central institution. Whatever the trend may be in the future,

TABLE II
ENROLLMENT OF BRANCH JUNIOR COLLEGES, TYPE OF CONTROL, AND
DATE OF ESTABLISHMENT.

<i>Branch Junior Colleges</i>	<i>Enrollment*</i>	<i>Control</i>	<i>Date†</i>
1. Coalinga Junior College	116	Public	1932 (1933)
2. Fort Lewis Junior College	98	Public	1911
3. Hartford Extension Center	140	Public	1939
4. New Haven Extension Center	62	Public	1939
5. Emory at Oxford	165	Methodist	1929
6. Emory at Valdosta	65	M.E.Ch.S.	1928
7. Abraham Baldwin Agricultural College	406	Public	1933
8. Middle Georgia College	403	Public	1928 (1933)
9. North Georgia College	698	Public	1933
10. South Georgia College	350	Public	1927 (1931)
11. West Georgia College	363	Public	1933
12. Southern Branch	767	Public	1927
13. Lake Charles Junior College	150	Public	1939
14. Northeast Center	462	Public	1931 (1934)
15. University of Toledo Junior College	169	Public	1938
16. Bucknell University Junior College	198	Private	1933
17. Altoona Undergraduate Center	123	Public	1939
18. DuBois Undergraduate Center	200	Public	1935
19. Fayette Undergraduate Center	80	Public	1934
20. Hazleton Undergraduate Center	95	Public	1934
21. Schuylkill Undergraduate Center	92	Public	1934
22. Erie Junior College	460	Private	1928
23. Johnstown Junior College	368	Private	1927
24. University of Tennessee Junior College	324	Public	1927
25. John Tarleton Agricultural College	1435	Public	1918 (1917)
26. North Texas Agricultural College	1165	Public	1917
27. Branch Agricultural College	253	Public	1913
28. Norfolk Division	1120	Public	1930
29. Immaculata Junior College	60	Catholic	1922
30. Potomac State School	330	Public	1921 (1935)
31. Extension Division	639	Public	1923

*Enrollment statistics taken from "Junior College Directory, 1939," from letters of administrative officers, and from college catalogs.

†The organization of the Junior College as a branch institution at a different date than its establishment is indicated by the date appearing in the parentheses.

the development of this type of regional organization appears thus far to have been limited by the political unit, the state. In only one instance has branch organization among junior colleges crossed state lines.

Development of branch organization has occurred in some states more than in others among both public and private institutions. In Pennsylvania, there are five public and three private junior colleges; in Georgia there are five public and two private branches; and in Connecticut, Louisiana and Texas there are each two public branches. It will be noted in Table I, however, that branch organization is not limited to any one part of the United States, but that it occurs in all sections of the country.

The enrollment figures in Table II reveal that the branch junior college is not always a small extramural center but may be on occasion an institution of considerable size. Seven institutions were reported with enrollments less than 100 students. To this number might be added seven whose enrollments are 200 students or less. There are, though, seven more with fewer than 400 students, seven whose enrollments fall between 400 and 800 students, and three which enroll more students than 1,000 each. As might be expected, the largest enrollments are among public branch junior colleges, but one private institution enrolls as many as 460 students.

The date of establishment of branch junior colleges reveals a steady and rather gradual increase in the number of institutions of this type. The earliest example appears to be Fort Lewis Junior College which joined the Colorado State College System by Act of the General Assembly in 1911. The increase in branch junior colleges may be shown by the following figures, arranged in five year intervals: 2 from 1910-1915;

3 from 1915-1920; 1 from 1920-1925; 7 from 1925-1930; 12 from 1930-1935; and 6, including 4 established last September, from 1935-1939.

Sometimes an existing institution has been made a branch of the state university by legislative act. This was true of Fort Lewis, and the same practice was followed in the case of the Idaho Technical Institute, which became the Southern Branch of the University of Idaho, and the Potomac School which was made a branch of West Virginia University. In Georgia, the state supported institutions of higher learning were integrated by legislative enactment into the University System of Georgia. In Louisiana an agreement already existed between the junior college at Monroe and the State University. The Act of the Legislature simply approved this agreement, making the junior college the University's Northeast Center, this year changed to Northeast Junior College. An Act of the Texas Legislature accepted the school plant of the John Tarleton Agricultural College donated by the people of Stephenville to the State of Texas and made the College a branch of the Texas A. and M. College.

On the other hand, an act of a state legislature may result in the founding of a branch junior college. The University of Tennessee Junior College was created by such an act and was organized by the State University after the city and county in which it was to be located had voted bond issues for the purchase of land and the erection of buildings. Johnstown Junior College, a private institution, was established under an amendment to the school code which permitted the directors of any school district to lease school buildings, equipment and premises to any college or university of Pennsylvania for conducting collegiate courses. In Louisiana,

the State University, chartered under the constitution of Louisiana, has authority to issue bonds and operate schools or colleges in any part of the state.

The founding of a branch junior college frequently involves cooperation between the university and the community. This was true in the cases of Johnstown Junior College and the University of Tennessee Junior College. Emory at Valdosta was established by the cooperation of the people of Valdosta, the Trustees of Emory University, and the South Georgia Conference of the Methodist Episcopal Church South. Louisiana State University follows the policy of requiring the local community to provide a satisfactory plant in a popular center and to secure a legislative enactment authorizing the establishment of such a school. Bucknell University Junior College was founded by the University following a survey of educational needs and the invitation of local organizations. The following statement of practice is made regarding the founding of undergraduate centers by Pennsylvania State College:

No Center was established until after a bona fide request had been received from representative leaders of the area indicating their opinion of the need and their desire to have the work conducted by The Pennsylvania State College. In response to such a request, a survey of the area was next conducted for the purpose of determining the actual extent of the need existing, the desire on the part of the community for a Center under the auspices of The Pennsylvania State College, the extent to which the services of such a Center might parallel those already available through an established local college or university, and the availability of facilities adequate for the work of a Center of college grade.

It is reported that various aims and objectives have led to the organization and founding of branch junior colleges. There has been the demand among pub-

lic institutions for integration of higher educational facilities within the state. Branch organization gives legal sanction, it is claimed, to the close coordination and cooperation already existing between the Potomac State School and West Virginia University. Coordination of this type may increase the educational opportunities afforded by the branch junior college. The students of the University of Tennessee Junior College through such organization are brought into touch with research in the experiment stations of the Colleges of Agriculture and Engineering and in the departmental laboratories of the University. Branch organization facilitates transfer of junior college graduates to the University. Louisiana State University's Northeast Center offers the same courses as are offered in the first two years of the University, and its graduates enter the University's junior class. The university may look upon such organization as a means of reducing freshman and sophomore enrollment at the main plant, thus serving to lessen classroom congestion in the first two years. Aid from the central institution may strengthen the junior college program or adapt it to local needs. The Bulletin of Bucknell Junior College contains the following statement:

Although the Junior College is an integral part of Bucknell University and receives administrative and instructional assistance from the University, the Trustees of Bucknell University have seen fit to place the immediate government of the Junior College in a local Board of Trustees. It is felt that local responsibility will enable the college to adapt itself better to community needs, and will contribute to the development of the college as a community institution. By this arrangement Bucknell University lends its support, while at the same time it offers sufficient freedom to permit the local board to make adjustments which may be of special and peculiar benefit to the Junior College and the Wyoming Valley.

Among the main features of the University of Pittsburgh Junior College plan is the provision of higher educational opportunity in areas where it is now lacking. Branch organization assures the junior college financial stability and the acceptance of its credits by other accredited institutions as resident university credits. The college is able to maintain a stronger faculty than otherwise possible by combining an evening program with a day program. Finally, there is claimed the benefits of a large university organization as applied to the Junior College Division.

Unique aims and objectives led to the establishment of Immaculata Junior College. This branch was established by Saint Mary-of-the-Woods College to provide further education for high school graduates who had been attracted to Washington by the environment of the national capital.

SIMILAR ARRANGEMENTS

Several cooperative arrangements involving junior colleges bear some similarity to branch organization and deserve mention here, although the participating junior colleges probably should not be regarded as branch institutions. Among these arrangements are those formed by the Virginia Polytechnic Institute. The Institute is operating extension branches in three of the leading industrial centers of Virginia: Richmond, Norfolk, and Bluefield, in cooperation with other educational institutions. One such arrangement is with Bluefield College and another with the Norfolk Division, which has been referred to above as a branch of the College of William and Mary. By these arrangements, the local institution offers certain courses taught by professors from the Virginia Polytechnic Institute enabling its students to obtain training in

the first two years of the principal engineering curricula. The Virginia Polytechnic Institute receives prorated tuition for all students enrolled in the engineering department of the local institution.

The Colleges of Business Administration and Practical Arts and Letters of Boston University have an arrangement with the Portland Junior College, Maine, which was described in the annual report of President March of Boston University. The following extract appeared in the *Junior College Journal* for January 1936:

The affiliation of the Portland Junior College of Business Administration with this College has been maintained during the year, the Dean having served as Dean of the Portland College and several members of the faculty from Boston having conducted classes at Portland. Early in the spring a conference of representatives of Maine colleges was held in Boston, at which it was decided that these colleges should no longer maintain official relationship to the Portland College of Business Administration and that work in liberal arts should no longer be offered there. This arrangement, which is entirely satisfactory to the authorities of the Portland College, permits us to give more emphasis to the courses in business administration and to give at Portland nearly all of the courses regularly offered at Boston in the freshman and sophomore years. On completion of either the freshman or sophomore years in Portland students are expected to transfer directly to Boston University.

Mention of cooperative arrangements entered into by two other junior colleges deserve to be included in this discussion. Westbrook Junior College, Portland, Maine, has an arrangement with the Portland School of Fine and Applied Arts whereby students pursue general subjects at the Junior College and technical subjects at the Art School. The Garland School of Boston, Massachusetts, has an arrangement with the College of Practical Arts and Letters of Boston University, whereby all students of the University wishing home economics take

these courses at the Garland School, dividing their programs about equally between the offerings of the College of Practical Arts and Letters and the Garland School. By means of these arrangements, the Westbrook Junior College has been saved the necessity of providing courses in art, and the College of Practical Arts and Letters has not instituted a program in home economics.

SUMMARY

It is recognized that the junior college is essentially a community institution whose program is directed toward meeting community needs. As pointed out in the first part of this report, this aim has led to cooperation with other community agencies and institutions. The fact that the junior college movement is still new makes prediction difficult as to future lines of development. And yet the rapid increase in number of junior colleges and the large number of other higher educational institutions in existence indicates the importance of problems of interinstitutional cooperation and coordination.

From the present report, it appears that there are two general tendencies which are likely to play an increasing part in junior college development. The first is the tendency toward extension of higher educational opportunities to all communities in all sections of the United States not now served by institutions of higher learning. This tendency has led to the founding of independent junior colleges and to the establishment of university extension centers and branch institutions. A second tendency is toward integration of services within an area, usually the state, into what may be called "systems of colleges," generally centered around some existing college or university of recognized standing.

There appears evidences of a gradual,

although slow, development in the direction of coordination and cooperation involving junior colleges. This seems likely to take a large variety of forms determined by local and institutional needs. Among these will be branch organization, formal and informal cooperative arrangements, and cooperative planning of educational opportunity for the area. It seems probable that these developments will occur within state boundaries for the most part, cooperation across state lines occurring among denominational institutions and among institutions situated in a large metropolitan area.

—JCJ—

STUDENT GUIDANCE PROGRAM

Marking a step in line with the most progressive tendencies in outstanding junior colleges throughout the country, the faculty of the Hazleton Undergraduate Center of The Pennsylvania State College has instituted a broad program of individual student guidance aimed to assist each student to make the most of his college opportunity. For some time the Hazleton junior college faculty had been studying various types of personnel programs in the hopes of introducing the most feasible one experimentally for a year. Individual student progress will be watched and charted very carefully so that by the end of the year it is hoped that the program can be judged objectively on the basis of its success.

According to the plan adopted, every full-time and part-time day student has been assigned to an individual member of the faculty with whom that student may feel free to consult and who will especially watch over the progress of his individual advisees. Advisee groups for each member of the faculty range from eight to fifteen students.

Iohannes Factotum: I Love It

ANONYMOUS

"Mr. B——, do you have any idea how we could put a false ceiling—with stars or something—in the auditorium for this next dance? Last time, you know, we spent hours and hours decorating the place, but it still looked just like the auditorium when we got through."

"Hey, Prof, d'ya mind if I outline somepin out a *Esquire* instead of out a those old magazines on the list?"

"A. I. U. is meeting this afternoon at three, Mr. B——. The boys would like for you to come."

"How can I hook this last paragraph on to my theme, sir? Somehow I can't find the right——"

"Oh, Mr. B——, will you watch the office while I go to the bank? Geneva isn't here today."

"B——, your research article in *Americana* is all right! Now I wonder if you can get something for us into *The Junior College Journal*."

"Do you remember the day we studied about Henry Adams' theory of cycles in civilization? Well, I got interested and——"

"Oh, gee, Mr. B——, I just have to tell you the good news! Dad's company has struck oil. So I guess I can go on to Notre Dame for my last two years after I finish here."

"Have you happened to see my grade book recently, Mr. B——?"

"What do you think I ought to do, Mr. B——? Lloyd Haines has given me a little locket, but I don't want to encourage him because I'm interested in Jack."—"Yes, but it's such a pretty little locket—I, I really would like to keep it."

"I've landed a swell job for the summer."

"Can you help me a minute? You know, ask me some questions so that I can decide on a subject to write about."

"Wonder if you'd give Humeses a ring, Mr. B——, and tell 'em I got a bale of scrap paper ready. It's me bad ear, y'see. I cain't call."

Thus it goes on and on—my job—five days a week, 36 weeks a year. From a financial point of view it is nothing to be enthusiastic about; otherwise it is tremendous—and I love it!

Officially, according to the catalogue of X—— Junior College, I am an instructor in English—English composition, American literature, and speech. But the simplicity of the title makes me smile, for in actuality, besides teaching in this small mid-western junior college, I have to help manage publicity for the school, help look after the general office, keep one eye on the college social calendar, dabble in research work, and—most important of all—act as friend and brother-confessor to most of our 125 students. (I say *brother-confessor* because somehow with only twenty-seven years to bolster me up I can hardly yet feel like a father. Indeed, my age often gives me a strong interrogative feeling of inadequacy, although I realize that if I were older I could not be nearly so close to the students.)

It definitely is the students who make my job palatable, who thrust a challenge into it, and who answer the question that sometimes comes slinking around the corner: "Why bother to help keep this struggling little junior college alive at all?"

Of course the school started off gloriously enough in the early 1800's with no

less a person than a United States President as chairman of the first board of trustees. It was to be the X—University, foremost seat of higher learning in its then pre-state territory, but rival politicians soon turned aside the original intentions. In fact, throughout the 13 decades of its existence, the college at X—has had to fight every inch of the way and might very well carry on its seal the dying words of one of the members of the original board of trustees. Impoverished by financing the American Revolution in the West and unremunerated during his lifetime, he said: "Everyone—everyone has forgotten me."

No fewer than five famous educators in the United States at the present time have forgotten that they used X—Junior College as a stepping stone, and one alumnus has even endowed another college! It is not much wonder that the rest of the faculty and I sometimes become discouraged and would give up struggling—here—if it were not for the stimulus of the students. Probably half of our students could go to other colleges if we ceased operating; the rest could not afford to go to college at all if a college were not in their own territory.

Yes, I prefer to talk about the students!

Naturally, some of them are not college stuff, and have to be encouraged to turn to other and—for them—more valuable pursuits, but most of the youngsters who come to us are fairly serious in their intentions and are worth working with. Quite often something really pleasing happens, such as my red-headed boy's becoming so interested in a certain topic for outside reading that he forgets all about his immediate assignment and reads on and on—ten times more than is required—just out of intellectual curiosity. Or pretty little Betty Bumpstead discovers that her background in spoken

English is dreadfully gaping and actually does something about it. Or Tom Wilson, who already writes correctly but dully, becomes determined to develop a more spirited style.

Students like these go far toward offsetting the tedium of working with certain others who barely fulfill the minimum requirements. Such academic gratification exists, of course, in other colleges too, but certainly I have no cause to complain for lack of it here.

Then there is the reward of friendship and personal relations with the students. Every fall for five years I have determined not again to become interested in my students personally—for they so often make one's life staggeringly complicated—but always after about three weeks of cool pedagogical poise on my part with no response from the students, I chuck precaution out the door, climb over the top of the unusually large desk in my class room, proceed to get acquainted with the youngsters as one human being with another, and begin to receive papers that are worth reading.

It is inevitable that in reading their themes week after week I am exposed to most of their current ideas and feelings: "I am making this survey of the possibilities of bacteriology as a profession, for I hope to be a laboratory technician." . . . "I had always considered my little brother as a pest of the first rank, whom I could very well do without, until the other night, when he had spasms and almost died." . . . "Robert Louis Stevenson's pessimism in *Pulvis et Umbra* is not really sound in view of—" . . . "Crop control is unfair in this part of the country." . . . or "We should stay out of the war because—"

Monotonous? Yes, sometimes, but watching for improvement in mechanics and increasing maturity in expression—

both of which usually appear after so long a time—is not bad compensation.

Before I realize it, they—the students—have taken me in as part of the family. In their autobiographical assignment—that universal institution of freshman English—I suggest that they not tell *all*, but most of them do tell *all*—and more besides! Since several of the present college crop have come along during that period in which divorces have achieved popularity in the provinces, I receive many a bitter confidence regarding split homes. Or sex bewilderments, social inferiorities, naive revelations of an underprivileged childhood, and other unpleasant difficulties come to light. Often, however, thoroughly delightful childhoods and happy adolescent adventures bounce across the pages.

Naturally, by permitting myself to become personally accessible to all my students, problems do arise. I shall never forget the blustering winter night when a protege of the preceeding year, who had transferred to another college, knocked on my door unexpectedly.

"Hello," he said, with a great effort to be calm about it all. "Can you put me up for a few days until we can decide what I'd better do? I'm married. I think we may be going to have a baby. I've quit school. What do you think I had better do next?"—He did not doubt for a minute that I was the very one to help him. I did my best, but not without beginning to see the full significance of A. E. Housman's "golden friends" and the "brooks too broad for leaping."

All last year I was concerned about a girl whom I shall call Maurya. In high school, becoming disgusted with the veiled generalities of one of those transient youth counselors who talk about the sex life of rabbits and flowers and then quit, Maurya informed her adolescent friends that she would bring them

a book which really told something! (I have the incident from an acquaintance of mine who teaches in her home town.) Indeed she did bring a book which really tells something! She lugged in Krafft-Ebing's monumental work on abnormal sexualia, and gave thereby more actual information—of its kind—in one week than, I dare say, the youth counselor had given in his entire career. It caused more than a sensation throughout her school.

In college Maurya continued being a sensation. Obviously boy-crazy, she had five or six clashes with the dean of women over harmless but foolish indiscretions, and one day after psychology lecture she startled her staid professor speechless by announcing: "Well, I'm still a virgin anyway!" Just spoiling for trouble, it seemed to me; but fortunately she has at last found a new boy friend of the right sort. Her sanity is picking up rapidly. So Maurya, for the present at least, has been crossed off the list of active troubles.

More often, though, our problems can be settled definitely without trusting luck to come to the rescue. Sometimes a little chicanery applied at the strategic point clears the field. For example, Chaz complained one day: "I wish you could make my mother let me have a study table in my room. You see, I live at home, and Mom doesn't understand why I can't study at *her* desk in the living room. She never went to college."

"Why don't you have a big ink catastrophe?" I suggested. "I mean a *big* one, on the desk blotter, of course."

It worked, and Chaz's themes improved.

While speaking of problems I must not neglect to mention a chap—I'll call him Bun—who is in no way connected with the college except through his own feeble-minded interest in affairs collegi-

ate. It is perhaps an indictment of the small city of X—that Bun, a thirty-year-old mental defective is permitted to roam the streets unescorted; but since he has been legally proved harmless, and since his family is quasi-important, and since we can't very well help ourselves, we now and then tolerate his visits. He seems to enjoy sitting in the library of afternoons holding *The American Scholar*, *The Atlantic Monthly*, or some other quality magazine—never any popular publication with pictures.

Bun's creative specialty is composing lists, geographical or fraternal, and in this cataloguing of items he can out-Whitman Walt Whitman any day in the week. The simplest way to get rid of him is to ask him pleasantly to go home to his office and write a letter to some of our rival colleges, which he claims—proudly—to represent as scouting agent. But since no one else appears to be concerned about Bun, I have crossed him off my list of worries too.

After all, I don't mind the problems. They can usually be met in some manner, and they serve to make the pleasant interludes even more pleasant by contrast.

Lastly there is the reward of seeing our students go on to higher institutions—usually they do well if they have survived their two years with us—or of seeing them get jobs. Somehow they do get jobs in spite of the hell and high water in the economic world. Probably it is because most of them have come from homes where the depression has been struggled through, so far, without the aid of the WPA.

I never ask them to write me about their success or the lack of it, for I don't have time to carry on an extensive correspondence, but every so often a letter comes. Occasionally it begins: "Dear Mr. B——." More often, though, in this post-graduate period it opens with:

"Dear O. W." or "Dear Bill" or "Dear Oliver"—and I can't say that I regret the loss of professorial dignity.

Once in a great while there is even a cheering admission: "Do you remember how I thought Sherwood Anderson was nuts and all the bunk in *Winesburg, Ohio*? Well, I can see now that he had something there. It just broke through on me. Old Walt Whitman wasn't such a fool either—"

And so we faculty members stay on here. Recently our responsibility was rather startlingly impressed upon us. The father of one of our girls was dying. His final request was that even before funeral expenses should be paid, money was to be set aside for the girl to finish her course at X——. "I want her to be able to earn her own living," he said. I hope that she and we do not disappoint him.

We struggle on.

I doubt if life would be half as thrilling in a large, rich, smoothly-running college—where one would be sure that the money for one's next pay check was already in the bank. Yes, my job is varied; it is rarely monotonous, it is sometimes unpleasant, it is often pleasurable—I love it!

———JCJ———

A junior college should have a scheme of vocational curricula of varying lengths, should have terminal courses of civic and social value, and where necessary should have work comparable with the first two years of colleges and universities, thus making it possible for students to continue their education beyond the junior college if they so desire. The stress, however, should be upon the vocational and terminal courses designed for those who do not expect to attend universities and colleges.—FRED J. KELLY, *U. S. Office of Education*.

Values from the Student Aid Program

JOHN O. MANN, JR.*

Too often educators overlook the educational and material values that can be obtained from the student aid program. A series of deficits in our operating budget during the depression years led our trustees to make a complete change in the administration of our business affairs. The excessive amount being spent for student aid was among the important causes of the large annual operating deficits. Therefore the responsibility for the administration of student aid was placed in the business office. In setting up policies for administering the student aid program we had several objectives in mind.

1. In so far as possible to aid every deserving student to the extent necessary to enable him to attend college and yet limit the gross amount of expenditures for student aid to approximately 12 per cent of the total annual student fees.

2. To obtain as far as possible full material value from the expenditures for student aid.

3. To discourage any tendency of the aided students to feel that the world was indebted to them or that they were getting more than value received.

4. To train the aided students in correct work habits and attitudes.

5. To assist the aided students to develop vocational skills.

The first two objectives are matters of financial policy. Several observations led us to adopt our third objective. For years there has been a growing ten-

dency for people to feel that the world owes every one a living (which includes a college education) and yet forget that they owe useful service to the world in exchange for this living. There is also present in the minds of many people the eternal hope of getting something without giving full value in exchange. The breakdown of morale accompanying the depression, unemployment, and the accompanying forms of relief has greatly strengthened these attitudes in the last decade. Any relief or aid program which fosters these ideas does more to disintegrate than to assist the recipients. The existence of such attitudes has made the student aid program a laughing matter among the recipients and other students in many of our institutions.

Business men have sometimes said that they prefer not to employ college graduates. In my experience in business offices I have been struck by the fact that many college graduates go home from a day's work in an office feeling that they are completely worn out from a hard day's work when as a matter of fact they have hardly spent a half day working. They have grown up in a comparatively sheltered life of relative ease. They have not yet learned to put in a full day of steady work supported by ambition and the joy of accomplishment. A properly administered student aid program can teach this lesson and also develop vocational skill in the recipient; hence our fourth and fifth objectives.

There is no virtue in establishing objectives unless those objectives are ac-

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completed. Our plan for accomplishing these objectives is very simple. It was necessary to reduce the annual expenditures for student aid yet we did not wish to deprive worthy students of the amount which was necessary to enable them to obtain their education. This matter of need is not easy to determine. Our plan to accomplish this objective involved two points. First, the parent of each applicant was required to file a written application giving information as to occupation, employer, annual earnings, property owned, debts, children in family, amount available for education of the applicant, amount of aid required, experience of the applicant, types of work preferred, and three references. The statements in the application are verified by inquiries sent to the references. Each application must be accompanied by a \$5 room reservation fee before final action is taken. Second, grants are in terms of working time for which payment is actually made so that earnings are dependent upon work actually done. The grant merely sets a maximum limit.

The completeness of the information required by the application blank together with knowledge that this information is verified discourages students from applying for more aid than is actually needed. If this fails and an application is passed for more than is needed there is still a tendency on the part of the student to spend his time at something other than work if his entire grant is not needed to take care of his expenses. An interesting fact is that we grant more than the amount for which the application is made more often than we reduce the amount requested. In the three years that the system has been in effect we have refused four applications for aid. Two were rejected on the basis of need and two on the basis of worth.

Yet during this time our expenditures for student aid have been from 35 to 65 per cent less than the amounts formerly spent. Sometimes in order to be perfectly fair we have made grants when we were in doubt as to the real need but we have noticed a distinct tendency on the part of these beneficiaries to fail to actually earn their allotment. Each application is acknowledged immediately upon receipt and inquiries are sent to the references. Upon receipt of reply to the inquiries the applicant is notified of the amount of work granted.

Our second objective of obtaining as full material value as possible is accomplished by planning. Scholarships have been abandoned; all aid is in the form of work grants. Our entire expenditures are budgeted a year in advance. Looking over these expenditures in advance it is not difficult to find items for labor that could be accomplished by students with but a slight loss in efficiency. Such items include painting, carpentry, furniture repair, electrical repair, construction of recreational facilities, campus beautification, drainage construction, table waiting, dishwashing, laboratory and instructional assistance, clerical work and advertising. After careful study such items are set aside for the student aid program. It is estimated that this work could be done by trained employees for about 80 per cent of the amount which we are paying students to do this work. The work thus taken from the regular expenditures is divided into projects of related types of work and each aided student is assigned to one of these projects in accordance with his stated preferences and experience. Each project is under the supervision of a member of the faculty and an experienced student is appointed as foreman and timekeeper for the larger projects. The business manager is in charge of

the administration of the entire program and inspects the work of the students from two to five times a week. The student work has cut our maintenance and repair costs by approximately 40 per cent, it saves us hundreds of dollars annually on our instructional and administrative costs, and reduces the amount required for dining room and kitchen salaries by 40 per cent.

These results show that our students are not getting something for nothing nor are they loafing on the job. They are turning out creditable work and are proud of the results. The work students are highly respected on the campus and hold a large number of the student body offices. A high respect for and pride in the student aid program has replaced the bad attitude which formerly existed toward it on the part of the students. It is not uncommon to find students who are not aided working on some of the projects purely from interest in the work which is being done. The secret lies in the student foreman and faculty supervision and the payroll system. Grants may be cancelled because of slovenly or shoddy work or failure to report for work at the appointed time. Only once have we been forced to cancel a grant. Discipline is usually handled by instruction and friendly counsel from the foreman and faculty supervisor.

The student foremen are conscientious timekeepers and supervisors. They have caught the spirit of joy in accomplishing work for the benefit of the school and the student body from their work under the system in their freshman year. One of the important points is to assign promising leadership ability to apprenticeship in each of the different types of projects so that suitable foremanship ability possessing the necessary interest, attitudes, and vocational skills will be available for instruction and leadership in each of the projects for the coming year.

These student foremen, through conferences, are well instructed in the plans for the whole work program. They know the schedule well in advance and know what materials and tools are needed and where they are stored. They are thus able to carry on the work in the absence of the faculty supervisors.

Each student keeps a time sheet showing the date, project, and time he has worked. The student foreman or faculty supervisor approves this time report from his time records. The student turns his time report in to the business office each month. After the time and amount of pay have been verified a check is prepared and issued to the student who is required to endorse the check and pay it in on his account if there are any past due payments. If the student's account with the college is paid up to date the student is permitted to keep his pay check provided his parents have filed written consent for him to do so. This may appear to be an unnecessary amount of clerical work but it serves to impress the student that student aid is not a discount in the published rates but an amount earned by work performed. It also calls the attention of the student to how the amount of work he is doing compares with the amount of his grant.

While we cannot say that our work program is a course in vocational education it is obvious that working under trained student foremen and faculty supervisors, students on the student aid program pick up a great deal of vocational skill in painting, carpentry, masonry, electrical repair, landscape gardening, and clerical work. This training is the important phase of administering the program in the early weeks of the school year because the quality of the work throughout the year is dependent upon it. Supervision of the work is very close during the early fall weeks.

In planning the work program care must be taken to consider both the work desired and the working conditions. It is important that work and the necessary materials always be available for the students in their free hours. Projects must be scheduled so inside projects parallel outdoor projects in order that the work may continue regardless of inclement weather conditions. Our experience has been that students take more interest and pride in work on construction and repairs, the benefits of which will last for sometime. Routine janitor work does not interest them and the burden of supervising this type of project has led us to take it off of our student aid program and hire outside labor for this type of work. Last year our 35 work students completely painted the interior of our buildings, built a new tennis court, an intramural athletic field, and an outdoor barbecue pit and picnic grounds. They attended to the electrical repair work and wired a dwelling. They did most of the carpentry and furniture repair work. They cleared underbrush from the grove on our back campus, planted grass, and set out more than 2,000 pine seedlings. They operated the library, performed most of the clerical work of the registrar's office, dispatched direct mail advertising material, and prepared an exhaustive statistical survey of our alumni. Our entire staff of table waiters and dishwashers came from the student aid program. Each professor was provided with a grading and coaching or laboratory assistant. Masonry work was performed on our campus drainage system.

We realize that many schools have efficient student aid programs. We do not claim to have any patent on the only efficient system but we are proud of the results of our system and this article is written in the hope that it may prove

helpful to institutions in which the student aid program is a problem.

—J.C.J.—

ORIENTATION AT BLACKBURN

The orientation program inaugurated at Blackburn College, Illinois, last September is drawing to a close with lectures and conferences on problems relating to transfer from a junior college to a university or four-year college. The daily chapel periods two days a week throughout the first semester have been devoted to the presentation of various problems pertaining to student life.

The first unit dealt with the founding of Blackburn by Gideon Blackburn in 1837, the history of the college, and the establishment of the self-help plan by President William M. Hudson in 1913. The next unit was centered on problems of adjustment to college standards. A clever skit which demonstrated the right and wrong methods of study supplemented a more serious talk on study habits. Lectures on how to use the library were augmented by tours of the college library.

The third unit concerned personality development and good form in manners and dress. The program was flexible enough that separate meetings were planned for the men and women whenever it was advisable.

Faculty members gave talks on the fields of science, mathematics, social sciences, literature, art and music, applied sciences, and modern languages to show the students the place of such subjects in a general liberal arts curriculum.

Although the formal orientation program closed with the first semester, lectures and conferences on vocational problems are planned for the spring term. The orientation lectures have been given under the direction of Miss Sara Tod DeLaney, dean of women.

Junior College Plan for Michigan

ROBERT L. REEVES*

There is here presented a brief outline of a proposed enrolling statute to govern the organization of junior college districts on a state wide basis.

I. Definition of three types of junior college districts.

A. *City Junior College District.* A junior college district organized prior to the operation of this Act, and administered by the Board of Education of the municipality in which it is situated.

B. *Standard Junior College District.* A junior college district defined and prescribed by the State Board of Education and organized under the provision of this Act.

C. *Joint Union Junior College District.* A junior college district organized prior to the operation of this Act, and joined with a standard junior college district under the provisions of this Act.

II. State-wide plan.

A. It shall be the duty of the State Board of Education within six months after the authorization of this Act to establish the boundaries of junior college districts on a state-wide plan, and to approve the organization of standard junior college districts and joint union junior college districts as herein authorized.

B. Boundaries of junior college districts are to conform with a State-wide plan for grouping of

junior college districts which shall be prepared by the State Board of Education.

III. Organization.

Standard college districts and joint union junior college districts may be organized under the provisions of this Act when a majority of the electors in said districts shall so determine, provided the boundaries of said districts shall conform with the state-wide plan for the allocation of junior college districts formulated by the State Board of Education, and provided all other requirements for the formation of said districts as herein provided shall have been fulfilled, and said organization approved by the State Board of Education.

IV. Administrative organization of junior college districts.

A. A Junior College District Board shall consist of one member appointed by the Board of Education respectively in each school district comprising said Junior College District, provided the junior and senior high school enrollment in said school district shall be in excess of 300 pupils. The term of office of junior college board members shall be initially one year for one-third the membership, two years for one-third and three years for one-third, as determined by lot, the terms thereafter to be three years.

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B. Junior college boards shall have power to submit annually an estimate of costs of buildings, equipment, and maintenance of the junior college to the County Board of Supervisors in each county represented in the Junior College District; to fix student tuition fees; to requisition for use of the junior college buildings and equipment of comprising school districts; to fix rental costs of same; to employ the administrative and instructional staff of said junior college; and to exercise general control over the maintenance and operation of said junior college.

V. Methods of financing the organization and operation of junior colleges.

- A. Tuition fees of students.
- B. Levy on taxable property in the junior college district.
- C. Allotment from state treasury based on student enrollment.
- D. Federal subsidy based on number of students enrolled in courses specified in the Federal grant (following pattern of Smith-Hughes Act).

Acceptance of the junior college as an integral part of the American plan of general education demands that provision be made for extending junior college facilities to all sections of the state and nation.

Junior college facilities are now provided for only a fraction of high school graduates. The orderly extension and development of the junior college program can best be accomplished through the adoption of state-wide programs for (a) zoning the state into junior college districts and (b) recognition by the state of its proportionate responsibility in helping to finance and guide the or-

ganization and development of the junior college program in the state.

A state-wide program for promoting junior college organizations by districts has been accomplished in at least one state, Mississippi, and a similar comprehensive state-wide plan was adopted by both houses of the legislature in the state of Washington, the plan failing to become law because of executive veto. A state-wide plan has been recommended repeatedly as the outcome of surveys of junior college needs in other states, notably in Utah and California.

Some of the advantages of the plan are stated more fully in the following paragraphs.

1. Zoning the state into definite junior college districts, and permitting the electors to establish junior colleges only with the consent and support of a majority of the electors in the entire district will avoid the organization of these schools in areas too small adequately to sustain them. Many local junior colleges have been forced to discontinue and many are ineffective on account of inadequate sources of income. Minimum standards based on property valuation, school population, present educational facilities, etc., have been established through research and experience, and these standards will furnish the basis for zoning the state, a task that only competent professional workers in education can be expected adequately to perform. These workers should function under the direction of the State Board of Education and the State Superintendent of Public Instruction.

2. This plan will help to equalize the opportunity for higher secondary or well rounded general education. In Michigan as in other states surveys of the geographic distribution of college entrants have shown that the ratio of college entrants in areas supplied with

college facilities compared with areas remote from a college is as high as ten to one. The remote areas furnish financial support to the public colleges commensurate with that furnished by taxpayers in the college area, and the remote areas realize from one-tenth to one-third as much on their investment in facilities for higher education. Students residing in the remote areas are surely as capable and will make as effective use of advanced training at such time as it is made available to them.

3. This plan will provide a more effective guidance program. Technological advance, prevailing unemployment, and social unrest have made training beyond the high school mandatory on the part of an increasing number of students not only in the case of the prospective professional group, but of the semi-professional and vocational groups as well; and have made it mandatory on the part of society that a better understanding of the social pattern in a democracy be provided all classes if the momentous experiment in the democratic process is to attain the degree of success we so earnestly desire. The practice of dumping annually a large segment of our youth into the chasm of uncertain employment and social disintegration with inadequate vocational and social resources to cope with either will hereby be more generally avoided. This plan involves the automatic enrollment of all high school graduates, who are not enrolled in other institutions, in the guidance and placement department of the junior college and placing the services of this department at their disposal whether or not they are enrolled in the junior college proper. A further function of this department should be to assay the industrial, commercial, and financial resources of the local community, and to develop the guidance pro-

gram in the light of these findings. This function may easily be recognized as a factor in developing the material resources in the district, and capable of returning to the community commercial and financial advantages greatly in excess of the public investment in the local college.

4. Zoning the state on this basis and organizing junior colleges under the control of district boards will permit a degree of democratic or local control sufficient to promote differentiation necessary to meet local needs and conditions and at the same time furnish a degree of professional leadership and supervision from the State Board of Education sufficient to guarantee an effective program of education on the junior college level. It will at the same time forestall a hodge-podge, helter-skelter disarrangement in locating junior colleges, with some areas having more than needed, and other areas having weak, struggling institutions or none at all. It will permit experimentation in many aspects of junior college training under state and local control and will enable educators to discover the solution of many problems related to this and lower levels of secondary education.

5. This plan will promote the adoption of a comprehensive plan for state aid to junior college education, and enable the State Department of Education to collaborate with the Federal Office of Education in adopting a program of Federal aid similar to the programs now contemplated in Kansas and in actual operation in California.

6. This plan will give leadership and direction to the guidance programs in the constituent high schools in the junior college district, and enable students to select courses in the light of more complete information on all aspects of the problem of choosing, preparing for, and

succeeding in the job. It is designed to enable the junior college Director of Guidance and Placement to exercise supervision over the guidance activities in the constituent high schools.

7. This plan will enable parents more carefully to supervise the activities of their children during the junior college period and will enable many to secure this training who would otherwise be financially unable to do so. It will also enable the students to keep in closer contact with the employment needs in their home communities, making for a more satisfying vocational and social adjustment.

8. This plan will enable many students (not recommended to college because of low marks which are frequently due to the necessity for seeking employment to finance their high school training, illness, and many other causes), to continue their education in spite of these handicaps and either qualify for transfer to the senior college or complete their work in junior college in a vocational and semi-professional course.

9. This plan will promote the program of adult education on a wider scale and on a higher cultural level than has been possible under the direction of the high school, and will provide a unified program of adult education in the entire junior college district. Moreover, it will relieve the universities of the requirement to provide vocational and semi-professional courses for the adult population, a task not compatible with the specialized university training program. The concept of the junior colleges as peculiarly fitted to this task will advance and clarify as the program providing for the manifold educational needs of the masses gains momentum and significance under the direction of this young and virile institution.

MACHINE SHOP COURSE

With industrial plants all over the United States humming and the supply of skilled men not sufficient to meet the demand, New London Junior College is preparing its contribution to the solution of this industrial situation. The college's modern, three-months' old machine shop is now in full operation, helping to train young men students through an intensive two-year semi-professional course in mechanical engineering.

The college looks significantly to the statistics recently compiled throughout the country showing that a shortage of specialized workers is beginning to pinch in industrial centers. The most acute shortage, industrialists indicate, is being felt in the machine tool industry in which the operations rate has bulged from 66 to 85 per cent since last July. Mechanical science students at New London Junior College, therefore, spend an important part of their time studying tool engineering and have an effective incentive in their studies in knowing they are not preparing for overcrowded fields, but that their services are in demand.

The program of the machine shop is in line with Governor Baldwin's statewide job-training program which he launched publicly last month, and is as modern as the most active of engineers in the machine world can devise. It was planned and is being run under the direction of a special advisory committee of the American Society of Mechanical Engineers.—*New London Evening Day*.

—JCJ—

Colleges and universities will find it increasingly advantageous to adjust their own curricula to the students who have finished the junior college.—FRED J. KELLY, *U. S. Office of Education*.

Bucknell University Junior College

GEORGE R. FAINT*

In 1933, Bucknell University, a four-year college at Lewisburg, Pennsylvania, under the leadership of former President Homer P. Rainey, instituted a junior college in the city of Wilkes-Barre, 70 miles distant, in the heart of the anthracite coal region and the center of a populous area of nearly half a million inhabitants. Interested citizens, school superintendents, and civic clubs presented the needs for a college to Dr. Frank G. Davis, Head of Bucknell's Education Department, who in turn recommended that the organization of a junior college be attempted. This recommendation was approved by the Board of Trustees. Plans were announced on June 9, 1933, the day the Pennsylvania State Council of Education recognized the projected institution. A tentative budget and program anticipated a freshman class of 75.

Enrollment

The actual enrollment, when the college opened in September under the leadership of Dr. John H. Eisenhauer as Director, was 150 freshmen and 14 special students. Hence the budget had to be doubled and a wider selection of courses offered. The enrollment of the second year did not meet expectations. The freshman class numbered 83 and the sophomore class 88. A total of 23 specials brought the enrollment to 194. In succeeding years there has been a fairly constant size of the freshman class—in 1935, 89; 1936, 86; but in 1937, 115; in 1938, 111; and again in 1939, 111. The quality of the students admitted, on

the whole, has been above the average. Oddly enough, testing reveals that there is a tendency toward a larger than usual number in the upper and lower ranks and fewer than usual of the so-called "C" or average students. Student mortality has not been excessively high, but the poor student in most instances has become discouraged and tends to withdraw before he is dropped for poor scholarship. Entrance requirements are coordinated with the parent college, since the registrar there initials all admission certificates. Poor students are required to take entrance examinations. Enrollment statistics may be presented compactly as follows:

Yr.	Fr.	Soph.	Sp.	Men	Wom.	Total
1933	150	0	14	121	43	164
1934	83	88	23	144	50	194
1935	89	47	19	107	48	155
1936	86	52	22	112	48	160
1937	115	50	34	137	62	199
1938	111	68	28	140	67	207
1939	111	79	23	149	64	213

Curriculum

The same year that the junior college opened the new curriculum sponsored by former President Rainey was adopted by Bucknell University. The program inaugurated a series of survey courses in world literature, history of western man, natural sciences, sociology, religion, psychology, philosophy, art, and music. This new plan was started at Wilkes-Barre as well. The same course numbers, titles, and contents have been and still are used by both institutions. The first two years of all curricula offered by Bucknell—liberal arts, biology, commerce and finance, education, and engineering (chemical, civil, electrical, and mechanical)—are offered at Wilkes-Barre.

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A strong program of evening courses has been offered each year. The first year few enrolled, but for the last four years the average has been 150. The large resident faculty, supplemented by some members of the Lewisburg faculty, has made it possible to offer teachers and other interested adults a wide variety of instruction. Credit toward the master's degree is possible in some subjects. Resident credit of not less than two summer sessions is required at the parent institution of candidates for the master's degrees.

Faculty

The first year all but three of the thirteen staff members were from Lewisburg. Six of these taught part time. In the second year the staff was increased to 19, and has since been maintained at nearly that number, shifting to 15 in 1935, 14 in 1936, 16 in 1937, and the same in 1938 and 1939. Now only two members of the original staff remain. The turnover in faculty is understandable when it is realized that three women resigned to marry, and five men were transferred to Lewisburg. Six members of the faculty have earned the Ph.D. degree, five have earned the master's degree, and two who hold the bachelor's degree have taken much graduate study abroad and at home. In January 1936, the first director, Dr. John H. Eisenhauer, resigned to return to the principalship of Reading High School. In April 1936, the vacancy was filled by Dr. Eugene S. Farley, who for some years had served as Director of Research in the Public Schools of Newark, New Jersey.

Plant

For the first year classes were held on the third floor of the Wilkes-Barre Business College building, located in the center of the city. To meet the urgent

need for more space, the entire building was rented the following year. This provided quarters for administrative offices, library, laboratories for chemistry, physics, and biology, as well as classrooms and an auditorium. Early in 1937 two properties in the same block in a beautiful residential area along the river, yet near the center of the city, were given by the owners to Bucknell University. Both are splendid residences, and were readily adapted to college purposes. The one given by Rear Admiral Harold N. Stark has been named in honor of the original owners, Chase Hall. On the first floor is a reception room, administrative offices, bookstore, and cafeteria; on the second two classrooms, two faculty offices, and a woman's lounge; on the third a spacious men's lounge, a faculty office, and a student newspaper office. John N. Conyngham Hall, so designated in honor of the former owner whose wife gave the property to Bucknell, is more commodious, accommodating the library, lecture room, a social room, and two chemistry laboratories on the first floor; three classrooms, a drawing room, and a physics laboratory, stockroom, and office on the second; and three classrooms, two offices, and a biology laboratory on the third. The garage in the rear of Chase Hall has been converted into a college theater which seats 135. The physical education program for men is amply provided for at the nearby local YMCA, which has a most attractive new plant, complete with two gymnasiums, a swimming pool, bowling alleys, social, and special exercise rooms. The women students are taught eurythmics by one of the regular faculty. In 1938 Mr. and Mrs. Weckesser gave the junior college a splendid residence, adjacent to Conyngham Hall. This building is being used as a home for the director, and

to accommodate several small classes in music.

Relations to College and Community

Most colleges are started after a board of trustees has been organized and some funds raised to guarantee the success of the venture. This has been reversed by the junior college at Wilkes-Barre. The parent college has and still does assume responsibility for the management, curriculum, and finances of the junior college. This relation has been a happy one, particularly in these days when money raising is difficult. Under the leadership, however, of President Arnaud C. Marts and Director Eugene S. Farley, the committee of the Bucknell University Board of Trustees, which had been appointed to care for the junior college, has been expanded into a local Board of Trustees, fifteen in number. The objective is to stimulate community interest and backing in and for the junior college. Funds have been raised to cover in part the cost of altering the new buildings. Also, a gift of \$2500 has been made for purchase of new books for the library. Eventually, when and if the educationally minded citizens of Wyoming Valley become sufficiently interested in the junior college to provide endowment and scholarship funds or some guarantee of financial independence, Bucknell University stands ready to turn the control of the junior college over to the community. Converse though the foundation of the institution may have been, there is evident year by year a deepening of community interest, reflected not only in the student enrollment and alumni interest, but in local support to such enterprises as the Bach Festival, which, sponsored by the junior college, has been backed by many musical and civic organizations and churches. The second annual festival was held in March 1939, and rehearsals for the third to be held in March 1940, are underway.

The junior college continues to solve many of its local problems alone, but also remains an integral part of the parent college in that the same curriculum and regulations are followed in so far as possible, and the director and the local board of trustees, while directly concerned with the affairs of the institution, are responsible to the parent administrative officers and the larger board of trustees.

—JCJ—

TEN YEARS OF COLBY

An attractive publication, "In the Shadow of Old Kearsarge," summarizes the developments of ten years at Colby Junior College, New Hampshire, as follows:

In 1928 there were 80 students. In 1938 there were 335 students. In 1928 the faculty consisted of 12 members. In 1938 it numbered 40. In 1928 the net worth of the physical property was \$314,432. In 1938 it was \$697,302. In 1928 the endowment was \$200,000. In 1938 it was \$300,000. In 1928 the operating budget was \$120,000. In 1938, \$253,000. In 1928 the faculty payroll was \$28,000. In 1938, \$80,000.

Probably the most significant achievement of the administration in the purely physical field is the rebuilding of the entire campus. In this process old and out-moded buildings have given way to new, modern, finely conceived, and well-executed structures.

Careful, disinterested study by the trustees of the College has led to the conclusion that the long term needs of the institution call for the raising of \$1,000,000. This will cover increased endowment, new buildings, particularly a library, science buildings, and a chapel, and provision for a retirement fund for the faculty. The foundation work for this forward program, which is to cover a number of years, already has been laid. In the thinking of the friends of the College the most urgent and immediate need is for a library building. A minimum of \$100,000 is considered essential for this need.

A Course on Education for Marriage

ALINE WARD*

The search for definite objectives, commensurate with the importance of a marriage course, suggests immediately three questions:—Can marriage be taught? By whom shall it be taught? How can it be taught? The executive, in whom is vested eventual personal responsibility, faces these vital queries with concern and even perturbation as the reasoning student, impelled by his scientific studies, demands rather startlingly:—Who shall marry? Whom shall they marry? What prognosis is possible in marital union?

No master of all sciences, physical and psychological, exists who can qualify as the ultimate oracle for either students or executives. Not even the great Socrates, whose resourcefulness was the wonder of his age, could manage his wife or—it is safe to say—could impart to others the magic secrets of marital happiness. However, recognition and acknowledgement of the experimental stage of the subject as a classroom project will at once justify the postulation that much earnest research is yet necessary before the undeniable social need is realizable in the conservation of marriage as the unit of the family, the fundamental element in civilization.

Whatever difficulties the pedagogical treatment of happiness in marriage presents, the possibility of teaching desirable attitudes in all relationships of life is a fascinating challenge to the progressive educator. The junior col-

lege has assumed this vital feature of the progressive movement and has incorporated in its practical ideals the development of personality, of usefulness, and of proper responses to whatever problems and situations may arise. A course directed primarily towards the survey of the various physiological and psychological factors and phenomena of life and correlating as far as possible useful elements of the natural and applied sciences, is peculiarly our responsibility as educators.

Acceptance of the fact that attitudes are variable, subject not only to organic biological alteration but amenable also to influences, vicarious experience, and psychological analysis, imbues our instructional efforts with an alluring value and incites an irresistible urge to threefold perfection in educational standards. In studying the spiritual, mental, and bodily states before and after marriage we are embarking upon a now accepted and especially serviceable project which surely leads to valuable discoveries of an old, yet new world—a world where fancy and fact may meet in undreamed of harmony.

Higher education, often accused of the unpardonable error of unfitting women for love and marriage and therefore irreparably undermining essential homelife, now seeks, not merely to redress those wrongs—innocently perpetrated—but *volte face*, assumes the worthy task of educating both women and men for union approximating the ideal, wherein reason, if not absolutely in control, must at least balance emotion. And can there be any more prac-

* Instructor, Fairmont Junior College, Washington, D. C. This article is based upon the experience of the author in giving this course in two successive years at Fairmont.

tical and effective use of the brain than to charge it with power of decision in the crisis which may mean the fulfillment of life?

Yet to bring the subject of marriage from private to public discussion, from clinic to classroom, is paradoxically both wise and dangerous. To attempt to provide a foundation of reason for that which is fundamentally emotional is to encourage a principle liable to wholesale violation even in this materialistic, often deplored as soulless, age. For neither man nor woman is supposed to marry for money, social prestige, to escape an unhappy home, or to please friends. The European marriage of arrangement and convenience has little suffrance in this country. Nor, despite our deep-rooted regard for the laws of heredity, do we urge here the breeding of the Nietzschean-superman. Ordinarily, in that love preceding marriage, the romantic element predominates—absorbing, compelling, no matter how shadowy its form may appear in later years. In concrete form this romanticism manifests itself in sex attraction. The intangible seeks tangibility and its very embodiment makes it difficult, yet possible to control. Love itself can neither be compelled nor restrained, neither restricted nor crushed, but will-power can dominate the senses until passion is spent. And upon this “rock” must the counselor “build his house.”

The teacher, responsible for the marriage course, although a scientist, is by no means in the position of a geometrist who has proven axioms by which to solve his theorems projected into space. The problems of marriage are indefinite projections into time and nature, constant only in variation and immune to exact analysis. No one departmental head has as yet been assigned the job. The subject runs the gamut of the cur-

riculum from embryology, through psychology, sociology, home economics, and even to the cultural courses, so infinite is its scope, so endless are its possibilities. Knowledge is necessary but, above all scholarly attainment, is the desire and will to help—that same ideal which is assuring the junior college its phenomenal success and reputation. Those who are endeavoring to build character and stress right attitudes are contributing directly towards the realization of our characteristic educational standards.

A student in the class of an eminent psychiatrist of Asheville, in writing impressions of a course in courtship and marriage, states:

First of all, the teacher himself, immaculately dressed, very professional looking and always in a good humor, was an inspiration. His lectures on unusual subjects were in a language laymen can understand and he discussed plainly and in a wholesome manner everything in sex psychology that had any bearing on courtship and marriage. I particularly admired the way the Doctor said, “I don’t know” when he didn’t know. I found his lectures on heredity and the discussions on unhappy marriages much more interesting than other subjects. I thought the questions asked by some of the women were extremely silly. Surely they asked them because they “liked to talk about it” and not because they were already uninformed.

Not all of us can qualify as expert psychiatrists, nor can executives easily secure the services of the consummately equipped. Many of us must admit in sincerity that we do not know the answers to queries too equivocal, too circumstantial to be justly and generally determined. Depth and breadth of knowledge are pre-requisite and superior teaching qualifications requisite, especially since our pioneer leader, Dr. Groves himself, underlines in his courses “the importance of the psychological—the qualities of character rather than the technique of

¹ *Time*, March 13, 1937. *Marriage Riddle Studied Intensely*.

good marriage." In the intricate assignment of presenting acceptably a subject of infinitely broad scope we instructors possess no other magic device or formula than to inspire students with confidence in our purposes and desires to treat their problems individually, sympathetically and impartially.

Clearly the prerequisite of any marriage course is a thorough drill in hygiene, including sex hygiene, mating, pregnancy, birth, and the hygiene of childhood. If the student has not had instruction in these matters, a doctor is called in for additional lectures. It is often advisable to have a doctor or physical director repeat with stress hygienic factors in sex problems. "Watson finds no correlation between the general happiness of 388 college students and the amount of wise sex instruction they reported themselves to have had."² Russell, on the other hand insists that by "letting in fresh air" on sexual subjects the "poisoned" attitudes of children may be eradicated.³

The inadequacy of textbooks is a favorite topic of discussion wherever two or more instructors meet. The fault it seems lies not in the text but in its lack of appeal to the student. *Marriage* by Dr. Groves, *Plan for Marriage* edited by Dr. Folsom and Dr. Terman's *Psychological Factors in Marital Happiness*, offer admirable material, but, studied as texts, require too much time in a one- or two-hour course per week and moreover induce complaints of "too technical." The discussions which interest and benefit students most are derived from questions and from current articles reviewed by class members or instructor.

A bibliography of magazine articles

² Quoted from Lewis M. Terman, *Psychological Factors in Marital Happiness*. p. 244.

³ Bertrand Russell, *The Taboo on Sex Knowledge*. Chapt. VIII, "Marriage and Morals."

upon marriage furnishes an impressive, if not altogether academically expressed essay: "So you're going to be married," "live happily ever after," "so long as you both shall live," and "marriage is a career;" with refutations: "marriage is not a career," "marriages are not made in heaven," "love is not blind," and there is even "marriage without romance;" warnings: "The dangerous age;" and questions: "Rectors' Bans" (twenty-eight questions) and "isn't love gland?" However trite, these catchword phrases contain suggestions of wisdom, penetrating in effect and stimulating to the modern student who grasps eagerly their obviously pertinent significance. The seriousness with which the author's students listened to a report on "how shall I tell my child?" indicates a general desire for sex instruction in the home.

In all due deference to the magazines and to their efforts to promulgate interest in sex and marriage problems even before the colleges and universities assumed responsibility, we note that the *Readers' Guide to Periodical Literature* lists as many articles under these headings in 1905-09 as in later years. Groves, Terman, Popenoe and other prominent leaders have availed themselves for many years of this facile and popular medium of reaching their readers. In the more enlightened approach to marriage which men and women alike, in search of honest information and advice, so much desire, we cannot afford to neglect any practical source of guidance.

What shall we teach in this important survey terminal course? This brief article has no textbook pretensions. Nor can I qualify as an authority either in the scientific or social aspects of the case. In fact, I have had many qualms about teaching the course, especially

(Continued on page 418)

Creative Writing at Wentworth

JOHN PIRHALLA, JR.*

Creative writing is more than an educational experiment at Wentworth; it is an enterprise designed to meet the requirements of superior students who manifest a sincere interest in better writing.

Under our present setup, the work is connected with the teaching of college freshman English. Though we had our fingers crossed when we initiated this project, today we are more than gratified at the response from our students.

Our work can not be termed a radical departure from the traditional freshman offering. If confession is good for the soul, then I admit that I was skeptical at the beginning, but Major Ray Ford, our dean, encouraged me to introduce this phase of English composition.

"The junior college is an exploratory field," he told me, "and I know that you will be pleased with the results that you obtain." Hence we scheduled the course. Today we regret that admission must be limited to a select few, but certain prerequisites must be met and only the cream of the crop are admitted.

Students use the same texts that are used in the other English composition sections. A regular class period is devoted to the work; the class meets three times a week throughout the year. The same number of weekly themes is required, though more latitude is permitted in the choice and handling of subject matter. Impromptu writing is stressed and assignments are made at every opportunity.

In the other freshman sections we insist that the students read a book of essays as a supplementary text. We also insist that they prepare two extended themes in the form of book reviews during a semester, but in the special section these requirements are waived. Instead of the "essay periods" we have additional writing periods. In lieu of the extended themes, students are permitted to write plays, short stories, essays, articles, columns, novelettes, and poems.

What is the basis of class selection? First, the student must show a genuine interest in writing. By genuine interest we mean more than a desire to pass the course with a good grade, preferably a desire to learn the art of writing for the pleasure and compensation that it brings. An average of 90 or higher in high school English in the first prerequisite.

We lack the time to drill on mechanics. Students who enter this course usually possess an excellent background and home environment. They have a desirable command of the English language and they rank in the upper fifth of their high school graduating class. When doubt exists they are admitted on probation. If they fail to make good, they are transferred to other sections where they can compete with students of their own intellectual level. By the same token, instructors in charge of other sections are advised to search for talented students who could profit by an intensive writing course.

Writing is done in and out of class. The creative writing section is really a

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writer's laboratory. Most of the students look forward to writing for publication in the future. Of course only a few will persevere in this ambition; others will find that the course will help them in non-journalistic pursuits. They all expect to take their A.B. degrees, but students who are not working for any degree are also admitted when the circumstances and previous work in English warrant it.

The best books, magazines, and reviews, both fiction and non-fiction, are studied. Whenever expediency dictates, writers' magazines are analyzed to determine what magazine editors demand from free lance writers. Stevenson's advice to "play the sedulous ape" is preached and practiced diligently. If the students do nothing else, they write, write, and write, till writing fluent prose becomes second nature.

Naturally, the journalistic technique is applied whenever the method is justified. One of the soundest criticisms that is directed against the traditional English writing course is that it does not teach purposive writing, a fault that we earnestly try to avoid. If the student has any latent writing ability, he should be able to find himself here. Now that we have toyed with the idea, we wonder why we failed to consider this problem earlier.

We introduced the course only after much debate. We evaluated the junior college objectives to determine if this innovation would fit in with its program. We resolved that high English standards would not be sacrificed. We asked ourselves whether we had the calibre of students to make the teaching of this course worthwhile. We wondered whether we could keep the course alive once we did initiate it. Today we agree that creative writing has a definite place in the junior college field.

Some of the reactions of students to assignments are worth recording. Students approach their tasks with zest and enthusiasm. They realize that competition is keen and that they must give their very best. They have learned the lesson of writing and re-writing. Their attempts, while lacking the smoothness of professional writing at all times, reveal distinct possibilities. The round table method is utilized to a considerable extent in the organization of the sessions of the class. The instructor acts as chairman at these meetings.

Experiments with verse surprised the instructor and the students. After a few assignments two students wanted to know if they could write poems instead of themes. One boy was particularly interested in writing a sonnet sequence. Note the following poem, "I Know," in which Mark H. recorded his impressions of Wordsworth's "On Intimations of Immortality":

I know
That I shall live again
No matter how ignominious
My death shall be
I know that my eyes
Will again be made to see.
I know
That immortality awaits
He who believes unto the last
I know that the strength of God
Will unfailingly hold me fast.
I know
That life's sordid sorrows
Are given me to bear
In order to make me ready
For future joys I'll share.
I know.

Mark had never tried to write a poem before, and it must be conceded that his work indicates ability to paraphrase another man's thought in terms of personal significance.

Again, note the cool reflection on life in these stanzas taken from an original contribution entitled, "People Who Live in Glass Houses":

I live in a humble glass house,
Beside the highway of life.
I view the lives of my fellow-men,
A cross-section of sin and strife.
For only one man was flawless,
A pity we can't be like him,
In spite of all his teachings,
We still continue to sin.
My house is made of timber,
Constructed on common sod.
But even so, it's transparent
To the powerful eyes of God.

The second stanza quoted is perhaps a little weak. The use of "him" and "sin" for rhymes are a use of poetic license, all depending upon the interpreter's poetic perspective.

Vance C. delights in playing with blank verse. He is a little obscure at times, but this paraphrase of "The Sermon on the Mount" finds him in one of his more profound moods. A few lines are quoted to give an insight into his poetic technique.

To frown is to murder in your spirit,
And, if you hold anger, you have sinned.
Adultery is coursed by the wand'ring eye
Which better should rest not in its
socket,

For that person is lost who fails in heart,
And they who comply shall not be better.
What can do alone to better that
Which you hold in defiance of His rule.
Think of tomorrow, for today is brief
And careless of the company it holds.
Seek not judgment against others who
are

Also loved by the Almighty above.
Believe in your Father, for he proves
And acts far over feeble mortals.

He then concludes his poem by describing Jesus who ends his sermon and
Then he descended to the plain but took
The robe of king with him in many
hearts.

Not all the poems are written in this serious vein. A few students try to imitate Dorothy Parker. Many try to imitate the verses typical of the New Yorker. Blank verse and free verse are especially difficult for most of the stu-

dents; the plain rhyme is their forte, though they do show an appreciation for rhythm and measure.

The one-act play brings manifold pleasures to the class, because most of these plays are read and acted in the classroom. Ordinarily, students select characters and situations from their home backgrounds. One young man from Arkansas had the class in an uproar at the reading of his satire, "The Tragedy of an Illegal Bottle." Another play, "Roy Meets Pearl," a title that you will associate with the Broadway production, "Boy Meets Girl," evoked discussion as to whether Roy could be a member of the class.

Even radio scripts are included in our reportory, and Dale H. carried away all honors with his Smines Variety Hour, makers of the famous Smines 57 varieties. Such characters as Bagwood, Brunette, Baby Mumpling, Peony the Pooch, the author, Rooster Old (Chic Young) were easily identified when we staged a fifteen-minute broadcast in the classroom.

Many of the plays have serious themes. Naturally, the first attempts did not measure up to the expected standards. Plotting is as difficult for college freshmen as it is for college seniors, though characterization is a little easier. Students read the plays to each other before submitting them to the instructor; many of these are enacted in the dormitories before the class meets. Hence, the student body knows what is going on in the writing class.

The short story brings many a heartache to young men who believe that a 3000 or 5000 narrative is all that is required to make an acceptable story. Gradually they are weaned away from the idea that writing is merely a collection of words. One student re-wrote his tale at least six times before it was

even deemed worthy of being given a passing grade.

Narration is easier than description for the students. Dialogue presents occasional difficulties, but then we give the students ample practice by having them record telephone conversations, talks among fellow students, and similar exercises. A serious effort is made to teach the blending of narration, description, and exposition into a satisfactory fictional pattern.

The various short short-story contests sponsored by *Liberty* and *Colliers* have developed an interest in this form, though students find it easier to write the longer story where compression is unnecessary and plot can be developed without restrictions.

The practical side of writing is by no means neglected. One cadet was particularly interested in preparing pamphlets for his father's business; he was coached in the elementary principles of copy-writing. He looked forward to a future in the advertising field.

Still another student took the course because he was trying to find himself vocationally. He wanted to be a sports writer. His stories were flat and lacked color; before the year was over he discovered that serious essay writing was his forte. His roommate, however, a star tennis player, made the grade, and wrote a series of articles under the general title, "Know Your Tennis," some of which were published in the school paper.

We offer a number of medals for various essay contests during the year, and students are urged to write with these awards as their objectives. First drafts, research suggestions, writing and re-writing, are all done under the supervision of the instructor.

An ultimate goal, though today still in the wishful stage, is to hope that some

of the students will eventually write for publication. To expect students to become competent professional writers after one course is unreasonable, as professional writing demands skillful writing craft and experience, a prerequisite which the average college freshmen do not possess. Yet it is safe to assume that if would-be writers are expected to find themselves, their best opportunities are available in a special writing course. One of our former students sold an article to *Ken*; another student published a volume of his own verse. We hope to have the opportunity of reporting similar experiences from time to time.

Whenever time permits, we also consider news gathering problems, headline-writing, and proofreading. We use a standard journalism text for reference. Every form of writing receives appropriate attention, all depending upon student demand and student interest. Here the course is designed to fit the students and not the students designed to fit the course.

If the course inspires students, then it also encourages instructors. There is a certain satisfaction in knowing that one is producing results, that one's students are actually mastering the subject matter. We regret that classes must be small, but then this is the ideal situation if instructors are to offer students the individual attention which they deserve.

This course carries its own pragmatic sanction. If education is doing, writing compositions should entail the writing of something worthwhile that other people will want to read. Creative writing offers practice in skill and narrative technique; it teaches the art of entertainment, instruction, and beguilement. We expect to offer it at Wentworth as long as we have demand for it.

Survey of Chemistry and Physics Courses

HOWARD RENNICK *

The purpose of this study is to give information on the present status of the chemistry, physics, and physical science survey courses offered by junior colleges in the United States. During the summer of 1939 an examination was made of the 254 junior college catalogs for 1938-39 on file in the library of the Teachers College, Columbia University. The *Junior College Directory* for 1939 gives 507 junior colleges. This survey includes 254 of these colleges or 51 per cent.

Some of the topics considered in this analysis are:

(1) What is the breadth and depth of these courses? (2) How extensively does the junior college provide the most worth while chemistry and physics to meet the needs of the greatest number? (3) Are these courses professional or are they semi-professional courses? (4) To what extent are physical science survey courses offered?

All quarter units have been revaluated in terms of semester hours.

Table I

CHEMISTRY OFFERINGS OF THE 247 JUNIOR COLLEGES HAVING CHEMISTRY COURSES

Course	Colleges	Pct.
Inorganic	247	100
Organic	128	52
Quantitative	110	44
Qualitative	104	42
Engineer Materials	8	3
Physical	5	2
Nursing	3	1
Foods	3	1
Industrial	2	0.8
Physiological	2	0.8
Biological	1	0.4
Photographic	1	0.4
History of Chemistry	1	0.4

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Table II

PHYSICS OFFERINGS OF THE 172 JUNIOR COLLEGES HAVING PHYSICS COURSES

Course	Colleges	Pct.
General	172	100
Radio	12	7
Mechanics	8	5
Elect. and Mag.	5	3
Advanced Physics	2	1
Modern Physics	2	1
Light	2	1
Heat	1	0.6
Alternating Currents	1	0.6
Direct Currents	1	0.6
Descriptive Physics	1	0.6
Acoustics	1	0.6
Atmosphere Physics	1	0.6
Mathematics of Physics	1	0.6
Theory of Electron	1	0.6
Advanced Laboratory	1	0.6

One and one-half times as many colleges offered courses in chemistry as offered courses in physics. In only seven colleges is no chemistry taught, while in 82 no physics is taught. We find a reverse situation in our high schools. According to the 1936 Office of Education report one-half again as many high

The majority of the colleges offer a two-semester course in general chemistry. The second semester course in many cases is a combination of inorganic and qualitative analysis. Eleven per cent of the colleges offering chemistry have two separate courses for the first year, one for students who have had high school chemistry and a parallel course for those who have not. A few institutions provide courses for special groups, such as nurses and engineers. A large number are offering simplified courses for students who have intellectual limitations. In such courses laboratory hours are shortened, procedure and language of experiments simplified, subject matter selected in terms of pupil

interest, and the fundamental principles of practical chemistry stressed. Some colleges state that a simplified text has been adopted.

As the junior college is a terminal institution for a large percentage of its student body, an endeavor was made to find the extent to which chemistry and physics courses are offered on a civic, cultural, and semi-professional basis? To what extent are they largely professional and preparatory for more advanced courses in the senior colleges? In order to answer these questions, the general inorganic chemistry and the general physics courses of each junior college was classified as liberal or narrow according to the description of the course in the college catalog. The term "liberal" means that the course offers civic, cultural, and professional values. The term "narrow" means that the course is largely professional and preparatory for more advanced courses in the senior colleges.

The college catalog is not a satisfactory criterion of whether the student is gaining needful experiences in these junior college courses but it does shed some light upon the question as to whether the college is providing adequately for those students who will terminate their courses at the end of the two-year period.

In examining catalogs to determine the purposes for which courses in general inorganic chemistry were given, statements such as these were found: "to make chemistry a subject of daily interest and value with emphasis placed on the practical phase of the subject;" "in this course the relation of chemistry to everyday life is stressed;" "practical uses are made of chemical facts;" "may be profitably pursued for culture and practical value;" and "is especially designed to present a broad view." Such

statements as this were found for general college physics: "planned to increase the student's interest in the increasing adaptations of physics in modern every day life." In this report such course descriptions as these were used as a basis for classifying these institutions as having a liberal curriculum. In other catalogs such descriptions as this were found for the chemistry course: "emphasis is placed upon chemical theories, laws, and calculations;" and for physics, "emphasis is placed upon mathematical treatment of the subject requiring the solution of many problems." Such course descriptions were taken as a basis for classifying these schools as having a narrow curriculum in the subject. On this basis 15 per cent of the schools offering chemistry were found to be liberal and 85 per cent were found to be narrow. For physics also 15 per cent were found to be offering a liberal course and 85 per cent a narrow course. In many institutions it was found that although the general chemistry course was liberal, the general physics was not and vice versa. This was due no doubt to a difference in the teaching personnel in the institutions under consideration.

Eighteen per cent of the institutions offered physical science survey courses. The typical survey course is a 3-hour course for one semester. Very few institutions offer laboratory work in connection with the course. These courses aim to give some conception of what the physical sciences are and how they affect and influence our civilization. These courses are still in an experimental state. Their trend is toward general education rather than specific education in the sciences. They try to supply a frame work for integrating the interrelationships of science and general education. They fulfill the terminal function of the junior college.

Reports and Discussion

PENNSYLVANIA CONFERENCE

On November 10 and 11, some 60 junior college staff members from the five undergraduate centers of the Pennsylvania State College met in Pottsville, Pennsylvania, for their second annual inter-city faculty conference. With the local Schuylkill Center as host, the two-day meeting was arranged by college officials to discuss problems of subject instruction and questions of student extra-curricular activities, and particularly to review for new staff members the entire undergraduate center program. The conference schedule included two general sessions, individual meetings for all subject matter groups, conferences for faculty advisers to student activities, luncheon meetings, a banquet, and an informal buffet supper.

Two principal speakers featured the opening day of the conference, J. O. Keller, Assistant to the President of the Pennsylvania State College, and at the conference banquet C. C. Ellis, President of Juniata College, who spoke on the teaching profession as a service occupation.

David B. Pugh, Supervisor of Undergraduate Centers for the college, opened the first meeting by outlining the objectives of the conference, chiefly, to study methods (1) of improving classroom technique, (2) of gaining better understanding of Center students, (3) of promoting varied activity programs, and (4) of capturing faculty *esprit de corps*. Mr. Keller followed with a resume of the history and development of the junior college movement and an outline of the origin and growth of the Penn-

sylvania State Undergraduate Centers. He then spoke particularly of four functions of the junior college, other than the traditional ones, which needed to be kept foremost in consideration: research in personnel, the necessity of improving the instructional function, need for making the cultural function of the junior college more popular, and the continuance of attempts to meet certain criticisms levelled at the senior college. Two forums on "Teaching Problems" and "Activities Programs" led by R. W. Brewster and E. W. Zoller, administrative heads of the undergraduate centers at Uniontown and DuBois respectively, closed the first morning session. Afternoon meetings were devoted to individual subject matter groups, and Saturday morning to meetings of advisers to the various student activities groups.

At the closing session Mr. Pugh summarized the results of the conference and emphasized that the undergraduate centers are working definitely in the junior college field, with all the problems that such association has in matters of procedure and technique. As the final word he cautioned against conforming too much to traditional college standards in a comparatively new educational scheme where procedures are not solidified.

GEORGE D. LOBINGER

Schuylkill Undergraduate Center
Pottsville, Pennsylvania

—JCJ—

NORTHERN CALIFORNIA

At the last meeting of the Northern California Junior College Association the following new officers were elected: President, J. B. Lemos, Salinas Junior

College; Vice-President, John Napier, Placer Junior College; Secretary-Treasurer, Miss Helen Cooper, Modesto Junior College.

HELEN COOPER
Secretary

—JCJ—
MUSIC CONFERENCE

Junior college music teachers from all parts of the United States will converge on Los Angeles during the first week in April for the biennial convention of the Music Educators National Conference. In addition to the unique programs and sessions planned by Louis Curtis, national president, and his committee there will be section meetings, discussion groups, luncheons, and student programs of vital interest to all junior college music instructors. During Monday and Tuesday of the Conference will be held rehearsals and programs for the Junior College Festival. This gala concert will feature a mass choir of 800 singers and a symphonic orchestra of 125 players. The setting of this Festival program is the Shrine Auditorium with seating capacity of 6000. Choral instructors will obtain invaluable help through observing the conducting of Noble Cain as he makes of these hundreds of young singers a human instrument for the interpretation of some of the world's finest music. Journeying across the continent from the New England Conservatory in Boston will come Francis Findlay to direct the young instrumentalists in representative orchestral numbers.

After the young musicians depart, the junior college instructors will commence a three-day session of intensive study of curriculum problems and subject material problems in specific fields.

More and more, farsighted educators are coming to realize that the junior college fills a unique place in the educational field. Less and less will the junior

colleges serve as preparatory schools. They are increasingly making a place in their curriculum and in their program of activity for such classes and occasions as will develop the personality of the students. A large percentage of our young people will have no further contact with the educational program. Therefore it is of prime importance that we use their school time in a way best calculated to contribute to their happiness and effectiveness as American citizens. Recognizing these problems, the program committee is arranging for addresses and discussion groups on certain specific topics which will tend to clarify the thinking of our junior college instructors along this line.

EDITH M. HITCHCOCK
Festival Chairman

Long Beach Junior College
Long Beach, California

—JCJ—
REGISTRARS' CONVENTION

Dean Wilbur Williams of Scranton-Keystone Junior College, Pennsylvania, is arranging a special program of discussions concerning problems of the registrar in the junior college fields for the meeting of the Junior College Division of the American Association of Collegiate Registrars. The meeting of the registrars' association is to be held this year at St. Louis, Missouri, April 23-25. Problems to be discussed include the following:

1. The Admission Blank—What does a junior college want to know from its applicants for admission?
2. Admission Requirements, Transfer and Terminal—Should or can a junior college differentiate between admission requirements for prospective transfer students and terminal students?
3. Personnel Records—What kind of personnel records should the junior college keep, especially for its transfer students?
4. The Transfer Problem—The role of comprehensive records and standard tests in facilitating transfer for the junior college student.

5. Records of Transfer Attainment—What should the junior college do in the way of following the academic progress of its transfers?

—JCJ—

ILLINOIS ORATORY

The annual Illinois Junior College Conference contest in oratory for the Olive Wreath trophy, a beautiful gold cup, will be held Monday, May 13, 1940 at Morton Junior College, Cicero, Illinois. It is expected that student contestants will be present from most of the junior colleges in the state. Orations must not exceed twelve minutes in length. Last year the contest was held at La Grange Junior College and was won by a representative of Elgin Junior College. The gold cup is retained by the winning institution for one year. Gold and silver medals are also awarded to winners of first and second places.

MOLLIE ANN REID

Chairman

—JCJ—

SOUTHERN CALIFORNIA

The Spring Meeting of the Southern California Junior College Association will be held April 13 at Los Angeles City College. The meeting will feature sectional conferences of the various departments within the junior colleges and a luncheon address before the general assembly by some well known educator.

—JCJ—

HONORARY SCIENCE SOCIETY

In the *Junior College Journal* for January, 1940, appeared a directory of junior college national honor societies, social fraternities, and sororities. Among the honor societies listed by the directory were a foreign language society, a secretarial society, a journalistic society, a dramatic fraternity, and a social science society. It goes without saying that the value and importance of such student organizations

are of considerable advantage both to the student members and to the faculty. No mention was made, however, of any scientific society. It seems, therefore, that to further propagate the growth of student societies, a national honorary student scientific society of all interested junior colleges should be organized. Although no such organization exists (with the cooperation of interested junior colleges) a national scientific organization with definite purposes could be organized.

The majority of college science students frequently fail to comprehend the relations and true aims of science; consequently, they encounter many difficulties in understanding the mass of facts and information included in the various science courses today. It seems that this difficulty on the part of the student is due primarily to the failure of the science student to see and understand the interrelationship of the phases of one branch of science to the phases of the other branches of science. Many students also fail to visualize the effects that scientific advancement has on industry and human relations. Because of the lack of classroom time in college, it is practically impossible to teach science students the interrelationship of science in the classroom. It is for this reason, primarily, that a scientific society, organized on the basis of eliminating the above mentioned conditions, should warrant its existence in any college.

To illustrate how the Scranton-Keystone Junior College Scientific Society has attempted to assist science students in understanding scientific relationships outside of class, it might be well to briefly outline the procedure of the society. The organization itself is divided into various science departments: the mathematics department, the astronomy

department, the physics department, the biology department, the psychology department, and the sociology department. Each monthly meeting is devoted to one particular branch of science. Lectures and experiments relative to this branch of science are presented by student members and faculty advisers; the lectures and experiments are followed by a general discussion showing the relationship to other sciences and what the effects of the experiments or discoveries will be on society and industry. Frequent field visits also aid the science student in learning how scientific research is applied.

In addition to the advantages derived from a student scientific organization in a local college, it is believed that by organizing all scientific societies into a national unit, considerable other advantages would be secured. The national organization would serve as the medium through which all science societies would be in contact with each other. By arranging national conferences, ideas of many kinds could be exchanged, which in turn could be adopted by all science society members. In general, the national conferences could be based on the functions similar to that of the American Association for the Advancement of Science; however, based on problems and procedure suited to the college students. It will readily be seen that the advantages of a national organization are varied and many.

The Scranton-Keystone Junior College Scientific Society is intensely interested in seeing the organization of a national scientific society in all junior colleges, organized for the sole purpose of stimulating interest in science, of showing the interrelationship of all the sciences to each other, and of understanding the applications of scientific discovery. Such a procedure would be a great step to-

wards educating the science student that science is not mere isolated research work done in a desolate laboratory for individual purposes or gains, but that science is an intelligent cooperative study of complicated human relations and phenomena based primarily on the purpose of making this world a better place to live in.

WALTER SINGLEVICH
President

Scranton-Keystone Junior
College Scientific Society
La Plume, Pennsylvania

—JCJ—

MEDICAL TECHNICIAN COURSE

The medical technician course at Colby Junior College, New Hampshire, begun officially last fall under the approval of the Registry of Medical Technologists in Denver, is proving a successful venture. Sixteen students who had had the first year training in the medical secretarial course have rearranged their courses to meet the requirements of the medical technician course and will graduate in June 1941 as the first full-fledged medical technician class.

This course like the medical secretarial course at Colby is a three-year program and is the only one of its kind offered in New Hampshire. Working in cooperation with the pathological laboratory at the Mary Hitchcock Memorial hospital in Hanover, a selected group of students will have the opportunity to take their required fourth year of technology work at that hospital, thus becoming eligible to take the examinations of the Board of Registry for registered medical technologists. Some will complete their training at other approved hospitals.

The medical secretarial program, also a three-year terminal course, runs complementary to the medical technician

course. Revised last fall, it places more emphasis this year on the specialized course in clinical laboratory methods. Proof of its popularity is that 40 students are enrolled in the department, 26 of these being first year students.

—J.C.J.—

SOCIAL EDUCATION IN HARDIN

A social program which is both recreational and educational is envisioned for Hardin Junior College, Texas, in a series of parties, dances, teas, and entertainments sponsored by the college and planned under the direction of a student-faculty social committee. Events which have already passed into college history under this plan of college-sponsored bi-weekly affairs have in many ways proved the wisdom of the program.

It is a well-known fact that in many colleges and schools, even today, social events of the more spontaneous and naturally appealing type are still frowned upon or at least not intelligently and wholesomely sponsored. Hardin Junior College leaders, both among the administration and faculty and among the students, are proceeding on the assumption that students will have their social life anyway and that the college can do much good by offering its physical and human facilities for developing a wholesome viewpoint toward recreation and social pleasures.

For a number of years, organizations, classes, and the student-faculty council have made efforts to develop a coherent series of socials for the entire year and have met with varying degrees of success. This year, one of the first aims of the administration and of the student governing authorities was the actual establishment of a year-round series of events. But plans did not stop here. Instruction on how best to enjoy parties and social contacts, how to make dates, and how to get more out of groupings

with fellow students and faculty also is a part of the whole scheme. This instruction is not formal but is designed to be available when situations arise where instruction is sincerely wanted.

To promote such a program, a student-faculty committee was appointed jointly by the dean of the college, the faculty co-chairman of the college council, and the student council chairman. Four faculty members and seven students constitute the committee, the students including class presidents, publications leaders, and other leaders of representative groups. Any student or professor may make recommendations to the committee. Each event is sponsored directly either by the whole college or by a specific club or organization.

In this program, as in any other human endeavor of value, everything has not been pink tea and roses. There have been difficulties in getting started and more difficulties in keeping going. Students, with a long history of parent and lower-school domination weighing down their initiative, have hesitated to make suggestions or have lacked ideas from which to work. Faculty members, with the probably subconscious but none-the-less tendency to "jump the gun" and start making suggestions before the young idea has had time to shoot, have sometimes served as drawbacks. Then there has been the ever-present restraint of traditional inertia met by all forms of human forward movement.

As a whole, however, results have been sufficient to justify the assumption that the path of progress is in the right direction for Hardin Junior College. Students are learning rapidly that they not only have ideas but that they have the privilege of expressing these ideas in a democratic educational community. Faculty members are learning that, while their superior experience is useful, a

combination of student minds is a fruitful source of new ideas and that to encourage this fruition of ideas is the essence of real education. Students also are given a major share in planning and managing these parties to ripen their viewpoints as to what it takes to run the affairs of a human world.

Not the least important of the results are certain by-products which are already appearing. For example, two boys who had grown up to think that only sissies go to teas, after some persuasion from fellow students, attended the pre-Christmas tea and came back with completely changed viewpoints. Their first question, "What do we do if we don't know how to act at a tea?" was answered by the boys themselves in giving their reaction with a "That's why we have it, I guess."

Another boy confessed that he simply froze when he went into the reception room and was handed a plate. He trembled almost to the dropping point. But after he had mastered himself to enjoy the situation he became enthusiastic enough to suggest that the boys be allowed to give a tea in order to show people how really to act in public. One group of boys came up dressed improperly and soon entered into a discussion among themselves on the proprieties of dress for different occasions. They resolved the next time to improve their costuming ideas in the future. And one of the roughest dressed boys in the college was observed soon after quietly withdrawing books on etiquette from the library. Other similar books became the center of interest for an increasing number of students.

A young woman who is a club leader and a first-rate student but is socially shy in the extreme expressed the opinion that her share in developing and giving the tea had done more to give her con-

fidence than any other experience during her year and half of college life. When the tea hour opened, attendance was slow but soon the word got around that here was really something to go to, and final attendance was far above expectation.

Similar examples might be cited from experiences of students with other social functions. Dances, for example, have been conducted without incidents, alcoholic and otherwise, which so often mar dances and parties in current social groupings. Students themselves have taken a spontaneous interest in the fact that their parties are clean and wholesome and interesting and therefore worth going to. Thus Hardin Junior College looks toward the day when students learn to live happily with their fellows as well as with their books.

MILDRED L. ROBERTSON

Wichita Falls, Texas

—JCJ—

CONNECTICUT STANDARDS

After working for several months through a special committee and outside consultants the Connecticut Board of Education has developed a completely new set of standards for the accreditation of junior colleges in the state. They are too long for reproduction here, but they will be printed in full in the new reference volume, *American Junior Colleges*, which is now in preparation and which will be published this spring.

The spirit and viewpoint of the new standards is well illustrated by the following extract from the introductory statement concerning them:

This statement is intended to define the principles that will be followed in accrediting a junior college and to indicate what standards must be met by the institution seeking approval. These standards for accreditation are not intended to encourage or insure uniformity among the junior colleges of the state. The Board believes that a variety of educational opportunities in Connecticut is desir-

able, and it wishes each institution to feel free to develop itself in any way consistent with sound educational practice. The standards for accreditation, therefore, are designed to determine the adequacy of the total arrangements and practices within a given institution to realize its announced objectives. Since these objectives will and should vary as between various institutions, the standards are broadly stated in order to allow for differences of equipment, plan, and personnel in judging any specific junior college. The Board insists, however, that each junior college have a worthy and clearly defined educational function or functions, and that intellectual and scholastic integrity be the framework on which the administration and instruction rest.

—JCJ—

INSTITUTE ON GOVERNMENT

In these days when the functions of state and local government have become increasingly complex and when the apathy toward participation in political affairs has grown to alarming proportions, many educators and statesmen have advised that schools and colleges emphasize the importance of political participation and re-define the functions of government, in order that all may understand them.

Throughout the land this renewed emphasis on active participation in political affairs has proceeded along several paths. At Hershey Junior College the central effort has been on the development of an Institute on State and Local Government. This series of lectures brings to the community experts in those phases of state and local government which seem at this time most in need of emphasis in this community. Since Hershey is so near the capital of the commonwealth, it has the opportunity to call upon those men who are best qualified to speak on a particular phase of government.

The plan which is being followed is for each speaker to present his problem in an address of approximately forty-five minutes. This is done only after

careful discussion between the speaker and the directors of the Institute, in order to be sure that the speaker will keep to the desired points. The address is followed by a period of discussion, when the speaker attempts to answer specific questions from the audience.

In both the junior college and the senior high school the students in social studies classes prepare for the speeches before they are given and discuss them afterwards as part of their regular class-work. During the present series no admission is charged. The school system pays the few bills contracted.

The Institute was developed in order to reach two special groups: first, it was thought that the Institute would supplement the work of the junior college and high school classes in Pennsylvania Commonwealth and American History by bringing students face to face with the personalities who actually worked out the ideas and theories about which the students had read. Also, it would give them an opportunity to exchange points of view with the craftsmen in the field of political science. Too often students fail to connect the actualities of local and state government with the theories they read about in textbooks. Second, the Institute is one of the several attempts being made by the public school system at Hershey, of which the junior college is a part, to reach the large group of adults who are not generally influenced directly by the junior college. It is hoped that many persons from the Civic Club, the churches, the factory, the Hershey Industrial School for orphan boys, and the parents of the students, will acquire information which will better prepare them to perform the functions of citizens of the community and that they will also receive inspiration which will lead them to actually accept the responsibilities required by

the democracy of which they are a part.

It is the hope of the sponsors of the Institute that its influence will be wider than the local community. In pursuance of this hope, the members of the service organizations of the surrounding towns have been invited to participate as well as the teachers and students of the school systems. The colleges in the vicinity have been invited to send both faculty and students. The social studies instructors have been especially urged to attend.

Advertising has appeared in the local newspapers, the school publications, the *Pennsylvania State Education Association Bulletin* and the *Pennsylvania State Education Association Journal*. Both Harrisburg radio stations have agreed to announce each of the programs. Pamphlets describing in detail the different units of the Institute have been sent to several hundred persons in the surrounding communities.

The speakers who have already participated or who have promised to do so include Williams S. Livengood, Jr., Secretary of Internal Affairs of Pennsylvania, December 11; Elwood J. Turner, Speaker of the Pennsylvania House of Representatives, January 8; W. Brooks Graves, professor of political science at Temple University, January 22; Clarence Ackley, Deputy Superintendent of Public Instruction, February 5; David R. Perry, Special Deputy Attorney General assigned to the Division of Unemployment Compensation, February 19; Lynn G. Adams, Commissioner of the Pennsylvania Motor Police, March 4; Harold F. Alderfer, Executive Secretary of the Institute of Local Government and Social Science Professor at Pennsylvania State College, March 18; Judge Karl E. Richards, Orphans' Court of Dauphin County, April 1; William T. Hamilton, Secretary of Rev-

enue of the Commonwealth, April 15; and J. I. Baugher, Superintendent of Derry Township Schools on April 22 will close the Institute with a discussion of the problems and challenges of large consolidated schools.

ROBERT B. PATRICK

—JCJ—

STUDENT EVALUATION

More than a year ago the faculty of Thornton Junior College realized the need of more adequate information than that recorded on our permanent guidance cards about each of our students. We needed the information that was being requested by many large corporations employing our students after they graduated. A faculty committee was appointed to carry on a study of the problem. After several meetings it was decided to write to twenty-five large corporations requesting copies of their employment application blanks. Some of the corporations contacted were: the United States Steel Corporation, the Saturday Evening Post, the Ford Motor Company, Marshall Field and Company, the Western Electric Company and the Illinois Central Railroad. In selecting the companies an effort was made to get a cross section of industry. Strange as it may seem, we received a reply to every one of our requests. These companies were just as anxious that we secure their application blanks as we were to have them. Many of these companies stated that such information would be very valuable and that they were interested in securing adequate information from schools concerning applicants for positions.

After receiving the application blanks from the various companies, the committee made a composite of the information desired by each company. Mimeographed sheets were prepared and passed to each member of the faculty

requesting him to give his opinion of certain qualities of each student in his classes. This system provided from three to five separate instructor opinions about each student in the junior college. These were checked by the committee and a composite of the information about each student compiled.

As a result of the use of this system, there is on file in the junior college office a complete "character photograph" of each student who has attended the college since the inception of the plan. In case of a request for information from a prospective employer, it is the concerning a student or former student policy of the college to transmit to the employer a copy of the composite evaluation of the student by the faculty along with a letter containing any comments that seem to be called for in the particular case. The records are kept substantially current through the device of having the members of the faculty fill out the evaluation forms at the close of the first semester of each school year.

In addition to supplying the office with fairly accurate information which is useful in replying to requests from prospective employers, another significant benefit—in the beginning not anticipated—has resulted from the publicizing among the students of the plan of keeping character records. I refer to the thoroughly wholesome effect which the operation of this plan has had upon the students, that is, the manner in which the students themselves have reacted to the system. The very fact that they are conscious of their being rated continuously and inexorably not only in respect to scholarship but also as regards specific important traits of character, seems to elicit from most of them a more than ordinary effort to bolster up from day to day those qualities of character which are listed on the

evaluation sheet. Thus the specifications become a kind of "ideal" or goal to be attained; and to the extent that the students strive to perfect themselves along these lines, the setting-up of such definite desirable character goals represents a method of character training.

Following is the evaluation blank that is currently in use in the college:

Evaluation of Student by Faculty

Name _____

Check as follows: 1. Unsatisfactory; 2. Poor; 3. Fair; 4. Good; 5. Superior. If in doubt, leave space blank.

	1	2	3	4	5
1. Scholarship _____					
2. Attendance _____					
3. Application to work; steady? _____					
4. Aptitude (Quick to learn?) _____					
5. Integrity _____					
6. Sincerity _____					
7. Reliability _____					
8. Leadership _____					
9. Personal appearance _____					
10. Correct use of English _____					
11. Courtesy _____					
12. Conduct _____					
13. Health _____					
Related to you? Yes _____ No _____					
Graduated? _____ Date _____					
Date of Birth _____					
Date of Enrollment _____					
Ranked _____ in class of _____					
Signature _____					
Position _____					
Date _____					

JAMES L. BECK

Thornton Junior College
Harvey, Illinois

—JCJ—

OREGON'S NEEDS

Sigma field chapter of Phi Delta Kappa, graduate education fraternity, has made an investigation of the need of junior colleges in Oregon. The following extracts are taken from the preliminary report of the committee appointed to sponsor the study, of which Pres. E. L. Clark of Multnomah College, Portland, was chairman.

A questionnaire was sent to seven high school principals and two superintendents in Portland and to the principal or

superintendents in nineteen of the largest districts outside of Portland. Answers were received from 21 persons. The high schools represented in the answers to the questionnaire enrolled 4,348 seniors, which approximates half of the graduating seniors in Oregon.

In answer to the question, "Do you favor permissive legislation authorizing school districts to offer junior college instruction?" sixteen answered "yes" and three answered "no." Additional comments were given as follows: "Yes, after a survey to establish centers"; "Yes, if population and finance can support"; "In principle, but impractical for Oregon."

To the question concerning financial support, four answered that the financial support should be "entirely on the school district," four voted "entirely on the state," three said "less than half on the state," and nine "more than half on the state." One man said exactly "half on the state."

To the question, "Should there be a minimum assessed valuation below which junior college instruction may not be offered?", fourteen answered "yes", three answered "no", nine thought the minimum should be \$10,000,000 and four thought the minimum should be \$5,000,000. No one voted for an assessed valuation as low as \$3,000,000.

We asked the question, "Do you favor tuition fees (which are charged by most junior colleges)?" Twenty persons answering favored the charging of tuition fees. One said "no." Seven said "same as the university," and eight said "smaller than the university." None favored fees higher than the university.

We asked the question, "To your knowledge is there any public demand for junior college instruction in your school district?" Four said "none," eight said "considerable," although some said it was unexpressed.

Another question, "Is the general opinion of your board members favor-

able or opposed?" Four said, "favorable," two "unfavorable," two "not opposed," eight "did not know," and others said the board would be afraid of the cost.

To the question, "As an alternative to junior college instruction in school districts, do you favor such instruction only in the Normal Schools of the state?" nine said "yes," eight said "no"; some of those who said "no" qualified it by saying that they were not equipped or that the need was for vocational training rather than liberal arts training. Another comment: "With Oregon's surplus of normal schools, yes. Prefer one teachers' college and more junior colleges."

In our last question we asked, "In your opinion what is the next forward step in public education in Oregon for which the citizens, whether by local or state tax, should be called upon to provide financial support?" Following is an averaging of the answers in their rank. (1) State support of our present system of public education through state equalization funds. (This received seventeen first rank votes out of nineteen.) (2) Salary increases for elementary and high school teachers. (3) Vocational education for high school graduates. (4) Junior college instruction in normal schools. (5) Junior college instruction in school districts.

An analysis of this questionnaire seems to point to the following conclusions:

1. A relatively small number of high school graduates feel that it is profitable to enroll for post-graduate instruction in high school.

2. No high schools in the state encourage post-graduate enrollment nor do they offer courses which are open only to post-graduate students.

3. The most pressing problems in Oregon education at the present time in the order of their importance are:

- (a) State support for our present system of public education through a state

equalization fund, (b) Salary increases for elementary and high school teachers, (c) Vocational education in high school, and (d) Junior college instruction.

4. Unquestionably Portland needs a public junior college.

5. Outside of Portland only one district really seems aggressively in favor of establishment of a public junior college supported by the school district.

6. When and if junior colleges are established, the support for them will have to come mainly from the state until we can find a basis of tax support other than the property tax.

—J.C.J.—

MRS. ROHDE'S SERVICE*

Mrs. Ruth Bryan Owen Rohde, distinguished national figure in legislation and diplomacy, and an alumna of Monticello, arrived on the campus Sunday evening to give a series of special lectures in the social sciences and to conduct vocational guidance groups for interested students at Monticello. Mrs. Rohde was formerly a member of the United States Congress and has also served as United States Minister to Denmark.

During her recent visit to the campus of Monticello, Mrs. Rohde filled a busy schedule of activities. In addition to special classes in the social sciences and vocational counselling for interested students, she represented the college at a number of important meetings off the campus.

Daughter of the late William Jennings Bryan, Mrs. Rohde served two terms in Congress as Representative from the Fourth Florida District. She was appointed Minister to the Court of Denmark in 1933, the first woman in American history to occupy a high diplomatic

post. Her mother, then Miss Mary Baird, was a student at Monticello College in 1878.

William Jennings Bryan, a struggling young lawyer with political ambitions, was a frequent visitor to the campus from nearby Jacksonville, and Miss Baird left school after a year to become his wife. Other members of Mrs. Rohde's family were students at Monticello since its foundation.

In discussing the aims of education recently, Mrs. Rohde said: "Our task is to equip the modern girl to live in a modern world. This is a streamlined age and stage-coach education is outmoded. Monticello has fine old traditions which we must hold to and a rare serenity and beauty. But beyond her campus is a world which the students must be equipped to enter. Many new avenues are open to the girl of today which she must visualize and for which she must prepare herself. We must teach our young people to understand democracy, which otherwise cannot be preserved. Education, properly conducted, can provide a knowledge of the factors which will preserve society and an insight into the forces which may destroy it."

Mrs. Rohde will escort a group of Monticello students to Washington, D. C., next spring for a first-hand study of the problems of representative government.

—J.C.J.—

USE OF TERMS IN BIOLOGY

All teachers of biology courses on the junior college level are undoubtedly familiar with the struggle which many of their students have in learning "terms." Sometimes the mere mention of the fact that some assignment contains several new terms to be analyzed and assimilated causes some students to become panic-stricken.

*Condensed from an account in the student publication of Monticello College, Illinois.

If proper correlation between the use of biological terms and Latin words had been carried out in high school, this difficulty might not exist to such an extent as it does at present. Furthermore, if high school students were taught to analyze terms carefully and to practice pronunciation, less difficulty with college work would arise. It is the author's contention that words of more than two syllables should be separated into syllables before the student attempts pronunciation. After he is familiar with the sound of each syllable and practices to get the accent in the right place, he is ready to pronounce the word as a whole.

If the student has had no practice in picking out Latin roots, prefixes, and suffixes in words used in biology, it would be helpful if he would use a glossary of terms, provided his texts contain good ones. Such glossaries should also give derivations of terms from the Greek. There are several good scientific and medical dictionaries which would be helpful to students and instructors alike in getting pronunciations and derivation of terms. Unfortunately instructors do not always feel that their students can afford to buy these dictionaries, and students often study their assignments at home or away from the library—without benefit of good scientific dictionaries.

The author has found it helpful to draw up to present to biology students a list of Latin and Greek prefixes, chiefly, although some roots and suffixes may be added if it is deemed advisable. Such examples as a, ab, ad, aero, ante, anti, arch, auto and so down the alphabetical list could be easily prepared.

If the biology texts contain no formal glossaries, but give derivations and definitions of terms in the places where they are used, the students may be asked to

keep lists of these terms, with the page numbers giving the definitions. The instructor can keep such a list which he will find advantageous in giving tests on terminology only.

It is hoped that these few suggestions will help junior college biology instructors to make the teaching of terms less of a "bitter pill" for their students. It does not seem logical to assume that students will learn the "language" of biology without some such directional aids.

It is also the belief of the author that the habit of correctly pronouncing, analyzing, and using biological terms, once it is established, will facilitate the acquiring of vocabularies peculiar to such professions as medicine, dentistry, pharmacy, nursing, dietetics, and others, when the need for this arises.

ELIZABETH KRAFKA.

Bay City Junior College
Bay City, Michigan

—JCJ—

JUNIOR COLLEGE IN GREECE

A letter dated November 25 from Miss Minnie B. Mills, president of Orlinda Childs Pierce College, Elleniko, Greece, includes the following paragraphs:

You will be interested to know that the College has more students than ever before, 370 in all of whom 78 are boarders. Ever so many students outside of Greece were obliged to cancel their reservations because of the war. 327 are Greeks, 34 Armenians, 3 Americans, 3 Hebrews, 2 Albanians, and 1 Russian.

Doubtless you have heard of the "Neolaia" or Youth Movement in Greece in which the Prime Minister, Mr. Metaxas, is deeply interested. Most of the college students belong to a chapter with Miss Cavadia, a graduate and teacher of the College, as its leader. None of the schools in Greece now have lessons on Wednesday but the day is given up to Neolaia activities, sports, gymnastics, lectures and classes in such subjects as safety in air-raids, first aid, arts and crafts, recitation, dances, chorus work, etc., with the aim of uniting the social classes and giving all equal educational privileges. For these classes older students from each chapter are being trained.

The Junior College World

DEATH OF DR. WOOD

Edwin Ellsworth Wood, president emeritus of Cumberland College, Kentucky, died January 23 at the age of 76 years. Dr. Wood taught literature at the college when he first entered its service 50 years ago, and for 24 years of that period he had been its president.

WESTMINSTER PRESIDENCY

Robert Denham Steele was inaugurated as president of Westminster College, Salt Lake City, Utah at special exercises held at the First Presbyterian church Monday, February 19.

PRESIDENT MORRIS RESIGNS

After ten years as president of the Hannibal-La Grange College, Hannibal, Missouri, Andrew F. Morris has tendered his resignation, to become effective at the end of the present school term.

AMONG FIFTY BEST BOOKS

Included among the fifty typographically best books of the year, annually selected by the American Institute of Graphic Arts, is *Next Steps in Consumer Education*, published this year by the Institute for Consumer Education as an account of the proceedings of its first national conference on consumer education which was held last spring at Stephens College. The selection is made on the basis of the best typography, make-up and design, in the opinion of the judges, of all books published during the year. The final selection was made from among more than 600 books.

Next Steps in Consumer Education, edited by Helen Dallas, editor of publications of the Institute for Consumer Education, was designed and printed by the Ward Ritchie Press, Los Angeles, California. The illustrations were drawn by Mary Anne Nofsinger, art student at Stephens College.

PHI RHO PI CONVENTION

Extensive preparations are being made for the next annual convention of Phi Rho Pi, national junior college honorary forensic society, which will be held at Ogden, Utah, March 18-21, with Weber College as host. Events scheduled include men's debate, women's debate, progression, men's oratory, women's oratory, men's extempore, women's extempore, and after dinner speaking.

UTAH SURVEY

The American Council on Education is engaged in a survey of higher education in the state of Utah. Special attention will be paid to problems related to the group of state junior colleges taken over a few years ago from the control of the church of Latter Day Saints.

PUBLICITY ASSOCIATION

Margaret B. Hecker, Westbrook Junior College, Maine, has been elected president of the New England District of the American College Publicity Association, composed of more than one hundred representatives from New England junior and senior colleges.

CAZENOVIA ORGANIZATION

Cazenovia Seminary, New York, has taken on a new lease of life under its new president, B. C. Harrington. Substantial improvements have been made in the laboratories and considerable new equipment ordered. A curriculum committee has been organized composed of faculty, trustees, and outside educators, to study the curriculum and work out desirable terminal courses. The trustees have voted to abolish the work given in the third high school year thus changing this old established four-year junior college into a three-year institution, beginning September 1940.

BUST PRESENTED

At the formal dedication of the Patrick Noble Memorial auditorium serving the Lick, Wilmerding, and Lux schools of San Francisco, on "Founder's Day" last fall, the principal feature was the presentation of a bronze bust of the founder of the three institutions, George A. Merrill. After fifty years of outstanding pioneer educational service in organizing and developing these institutions of junior college grade for the young people of San Francisco, Mr. Merrill had earned his retirement. Alumni from all over the western states gathered to pay tribute to their leader in a series of addresses and in the unveiling of the bust for the making of which they had raised the funds. The bust on its pedestal of black walnut is appropriately placed in the new auditorium. It was executed by the well known sculptor Frederick W. Schweigardt. Mr. Merrill has been succeeded by Ward Austin, formerly vice-president of Marin Junior College.

UNIQUE COLLEGE FINANCING

President J. O. Van Meter of Lees Junior College, Kentucky, writes as follows: "In this section of the Appalach-

ian Mountains there are great numbers of splendid young people who are eager to go to college. They have good minds, good character, and health. All they lack is money! In facing this great need we have worked out a plan by which we are willing to accept either as boarding or day students any mountain boy or girl with a good high school record as a student at Lees College. If they are unable to pay any of their expenses, we will, to the limit of our dormitory capacity, give them room, board and tuition, taking their note signed by neighbors and friends and wait until they go to work or begin teaching for them to pay for their two years in college. Out of 260 students enrolled this semester at Lees, almost 200 of them are paying little or no cash but have given us their note for their college expenses. Under this plan we enrolled 89 students in 1937 and over 300 in 1938-39 and expect to enroll nearly 400 before the end of this college year. Our cash receipts from students in 1936-37 were \$23,765. In 1938-39 they were \$46,384. In 1936-37 we loaned nearly \$20,000 to students. Of this amount less than \$1,800 is still to be collected. At no time since 1930 have more than 10 per cent of our graduates been unable to find work after they left college. The College does not have an employment agency; rarely does it ever help these students find a position. In other words, the students get their own positions when they leave here."

HONORARY SOCIETIES

Sixteen honorary scholarship societies are found on the campus of Los Angeles City College. Law, foreign language, journalism, art, music, and other fields are covered. Five of the societies are branches of national organizations, the others being local in character.

JUDGMENTS OF GRADUATES

Armstrong Junior College, Georgia, is collecting from its graduates who have entered higher educational institutions their judgments on the four following questions:

1. Check the institution in which you feel you received the better instruction.
2. Check the institution in which you became the better acquainted with your instructors aside from classroom relationships.
3. Check the institution in which you received or are receiving more individual help from the instructors.
4. If you had a free choice and were beginning your college work again, would you go to Armstrong Junior College or enter the four-year institution you are now attending?

In each case the graduate is given an opportunity to check one of three answers: senior college or university, Armstrong Junior College, or no choice. In addition a request is made for "comments about your junior and senior college work whether they may be complimentary or critical."

ENGLISH COMPOSITION

Facing the long-recognized fact that the conventional first-semester course in English composition is not sufficient for the needs of many college freshmen, the DuBois Undergraduate Center of Pennsylvania State College is planning a revolutionary experiment in its freshman composition.

The experiment will require five hours per week instead of the customary three and is based on the hypothesis that the student needs supervision at the time when he attempts to utilize the writing techniques which he has learned from the regular class sessions. One of the extra periods will be used as a "writing laboratory." Here the student will write his themes under faculty supervision. It is believed that this arrangement will permit the instructor to check bad writing practices at the times when they are first attempted and thus eliminate

the growth of bad habits in composition. The fifth hour in the course will be devoted to a careful criticism of all written work, with the student making as much of the suggestion and correction as possible.

It is an interesting coincidence that the proposal to introduce a five-hour English course was first presented at a conference of undergraduate center English composition instructors at the Inter-Center Faculty Conference at the DuBois Undergraduate Center last April. Although the proposal received unanimous approval at the time, the revolutionary nature of the program, plus the scheduling difficulties involved, led to temporary abandonment of the plan.

NEW MEXICO ART WORK

Three pictures by students in the art department of Eastern New Mexico College have been chosen for exhibition in New York upon invitation from the American Museum of Natural History. The show, the fifth annual "Young America Paints" exhibition, will be held for two weeks beginning April 27.

BELMONT ABBEY LIBRARY

Belmont Abbey College, North Carolina, has opened this year a new library and a new science building. The library, modern, large, and scientifically arranged according to library standards, was equipped by Remington-Rand, and designed by Father Michael McNerny, O.S.B., a member of the faculty of the college. It houses at present 40,000 volumes, but is prepared to take care of 80,000. The present collection consists of some 32,000 volumes of books and about 9,000 volumes of bound periodicals. While the sixty-year-old library is the result of general additions from year to year, it is, in a certain sense, the work of two priest-monks of the Abbey to

which the college is attached. The books are well distributed over the various fields, abounding especially in history, literature, biography and philosophy. It has a large collection of early sixteenth century books, two *incunabula*, and many early American imprints. The library also contains a Jackson Collection including five letters of the old General-President.

The new science building houses fully equipped chemical, physical, and biological laboratories and workshops. It has a central amphitheater type lecture room. The laboratories have been devised so as to permit necessary expansion in the future.

Belmont Abbey College was founded in 1876 and became a junior college in 1929. It is conducted by the monks of Belmont Abbey which is situated in the Piedmont section of North Carolina, the heart of the textile industry. It has a student enrollment of but 200, and though a Catholic College, 63 per cent of its enrollment is non-Catholic.

BLANTON BUILDING NAMED

"John Diell Blanton, Academic Building," is the newest addition to the Ward-Belmont campus points of interest. This is the name plate which now graces the facade of the academic building. Thus, "Big Ac" has suddenly acquired a real name and a new distinction.

The naming this week is the Christmas gift of Ward-Belmont to Mrs. Blanton, in memory of her beloved husband, who was its first president from 1913-1933.

Dr. Blanton was one of Nashville's most prominent citizens. He was an untiring worker in the Chamber of Commerce, the Rotary Club, his church, and, all in all, he was a genuine civic and educational leader. In 1927 Nashville exhibited its gratitude to this man by naming him its "leading citizen."

For more than forty years of his life he was associated with the students and graduates of Ward Seminary and later of the present Ward-Belmont. No doubt, graduates of this school, wherever they may be, who knew him personally, will receive the news of this dedication with happy smiles of approval.

NEW PHI THETA KAPPA

A new chapter of Phi Theta Kappa, national junior college scholastic honor society, was authorized at Hardin College, Texas, at the last annual meeting of the organization's grand council held January 16. Weatherford College will act as the installing agency for the new chapter.

SCHREINER LIBRARY

The new library and office building of Schreiner Institute, Texas, was ready for occupancy the middle of February. This \$30,000 structure will have space in the stack room for 10,000 volumes.

CITIZENSHIP INSTITUTE

Armstrong College, Georgia, sponsored its second annual Institute of Citizenship at Savannah January 31 and February 1 and 2. The general topic for discussion was "The United States in a World at War." Principal addresses at the different sessions were given by Henry F. Grady, assistant secretary of state of the United States; Philip Weltner, Georgia attorney; Chester M. Destler, Georgia Teachers College; W. D. Anderson, president of the Bibb Manufacturing Company; and Blanton Fortson, judge of the western circuit superior court of Georgia.

MARS IN DISGUISE

Mars in Civilian Disguise is the title of a pamphlet published by the Committee on Militarism in Education, 2929 Broadway, New York City. It is a vig-

orous attack on the Civil Aeronautics Program as now being carried on in approximately a hundred junior colleges all over the country. Administrators of these colleges may be interested in writing for a copy.

JUNIOR COLLEGE URGED

Establishment of a public junior college in Washington, D. C., was urged in a resolution recently adopted by the Takoma Park Citizen's Association of the District of Columbia. Miss Grace B. Holmes, chairman of the association's School Committee, stated that such an institution would provide an academic and vocational education for Washington's youth and would be in line with similar junior colleges in various parts of the country.

NEW JERSEY MEETING

The spring meeting of the New Jersey Junior College Association will be held at Bergen County Junior College, Teaneck, May 4. A special feature will be a group of student conferences with ten or twelve student representatives from each junior college in the state.

MUSIC ASSOCIATION

William Woods College, Missouri, became the third junior college in America to receive membership in the National Association of Schools of Music at the annual meeting of that organization held December 27 in Kansas City.

BACONE INSTRUCTOR'S PAINTING

Woodrow Crumbo has returned to Bacone from Washington, D. C., to resume his duties as head of the art school. While Mr. Crumbo was in Washington, he was engaged in the painting of Indian murals in the new Department of Interior building.

Although his time was limited by painting and lecturing, Mr. Crumbo found time to do research work on In-

dian culture at the Smithsonian Institution. He made a complete set of files on pictures, costumes and customs of all Indian tribes to be used by the Bacone students in doing research work on their respective tribes.—Bacone College *Indian*, Oklahoma.

RADIO TRANSCRIPTIONS

A new feature in audio-visual aids for education is being developed at Taft Junior College, California, with the transcription of special radio programs for use as classroom texts. Transcriptions of the radio program are made with school equipment.

SECOND CONSUMER CONFERENCE

The second annual National Consumer Education Conference will be held April 1, 2, and 3, 1940, at Stephens College, Missouri. The program will include representatives and speakers of national prominence from the fields of education, government, and business and will be sponsored by the Institute for Consumer Education. The purpose of the meeting is to bring together in one group educators and spokesmen of consumer groups, government, and business for an interchange of ideas on the problems of consumer education. The first conference, which was held last spring and was attended by more than 600 delegates from all over the United States, received wide attention as the first of its kind ever to be held. The central theme of the three-day meeting will be "Making Consumer Education Effective."

SAN FRANCISCO SALARIES

A new salary scale has been adopted this year by the city of San Francisco. According to this scale salaries for administrative positions in the public junior college range from \$3,000 to \$7,000; for instructional positions from \$2,500 to \$3,600.

From the Secretary's Desk

PUBLIC RELATIONS COMMITTEE

The personnel of the Association's Committee on Public Relations, the chairman of which was announced in the December *Journal*, has now been completed. President Hollinshead recently announced the membership as follows:

Mrs. Clara Tead, Finch Junior College, New York, *chairman*

Representing New England Junior College Council, Guy S. Winslow, Lasell Junior College, Massachusetts

Representing Junior College Council of the Middle States, Robert J. Trevorow, Centenary Junior College New Jersey and Paul D. Schafer, Packer College Institute, New York

Representing North Central Association of Junior Colleges, Elizabeth White Parks, LaSalle-Peru-Oglesby Junior College, Illinois

Representing Junior College Division of the Southern Association, James M. Ewing, Copiah-Lincoln Junior College, Mississippi

Representing Northwest Association of Junior Colleges, Eugene B. Chaffee, Boise Junior College, Idaho

Representing Junior College Section of Iowa State Teachers Association, Gerald Shepard, Eagle Grove Junior College, Iowa

Representing California Junior College Federation, Gardiner W. Spring, Chaffey Junior College, California

Representing Association of College and Reference Libraries, Junior College Section, Eleanor Homer, Pasadena Junior College, California

The president and executive secretary of the Association, *ex-officiis*

Mrs. Tead has arranged for a special meeting of the committee to be held at Columbia March 1.

NEW STAFF MEMBER

Miss Lois E. Engleman, librarian of Frances Shimer Junior College, Illinois, joined the staff of the Washington Office of the Association the first of March to

work for four to six months in the construction of a complete, classified, annotated bibliography on junior college terminal education. This is one of the three publications on terminal education already authorized by the newly established Commission on Junior College Terminal Education. Miss Engleman is a graduate of James Millikin University and of the library schools of both Western Reserve University and Columbia University. She received her master of science degree in the library field at Columbia in 1939. Miss Engleman has been librarian at Frances Shimer since 1932. Prior to that date she was librarian at Buchtel High School, Akron, Ohio, and still earlier instructor in history in high schools at South Bend and Elkhart, Indiana.

1940 DIRECTORY

Junior College Directory 1940 is the title of a 32-page pamphlet just issued by the Association. This includes all of the directory information concerning 575 junior colleges which was published in the January 1940 issue of the *Journal*; also the directory of honorary societies and national fraternities and sororities which was published in the same issue; also the analysis of junior college growth which was published in the February issue of the *Journal*; also a directory of the chief officers of professional junior college organizations, national, regional, and state; and finally a list of the chief administrative officers and annual meetings of the Association. Copies can be furnished for 35 cents.

Send For it.

TERMINAL STUDY

The article entitled "Junior College Terminal Education," which was printed in the January issue of the *Journal* outlining the plans for this new study, has been reprinted in pamphlet form. Extra copies will be gladly furnished without cost to those who have a special interest in this field.

MEMBERSHIP CERTIFICATES

Certificates of membership in the Association, size 11 x 14 inches suitable for framing, have been sent to all member junior colleges which have furnished the necessary information for them. If your institution has not received one and wishes to have it, please write to the Washington office.

SUPPLEMENTARY DATA

The *Directory* published in the January issue reported 168 freshman and sophomore students for Trinidad Junior College, Colorado, the number reported by the institution. A letter just received from President George J. Kabat, however, states that there were 205 in the vocational department and 96 in the commercial department which should have been included as special students bringing the enrollment for the entire institution to 469 instead of 168.

SECRETARY'S ACTIVITIES

February 1 the Executive Secretary spoke before the Alpha Eta chapter of Phi Delta Kappa, educational fraternity, at Temple University, Philadelphia. On February 6 he held a conference with the staff of Georgetown Visitation Convent Junior College, Washington, D. C. He is author of an article "Status of the Junior College in the United States, 1939-40" which appeared in *School and Society* for February 17.

\$150,000 BEQUEST TO WOOD

Wood Junior College, Mississippi, is the recipient of an unexpected bequest of \$150,000 provided in the will of Dr. I. C. Wood who recently died in Omaha. The bequest was made for the construction of a memorial building. In his will Dr. Wood directed that the memorial building to be erected shall have an art room to be furnished with eight oriental rugs, five pieces of statuary, Japanese teakwood furniture, a large Swiss carved clock, an alabaster urn, two Damascus lamps and two Venetian grape lamps.

During Dr. Wood's lifetime, he and Mrs. Wood, who survives him, gave several hundred thousand dollars to the institution. In 1935 when this benevolent couple donated funds for the erection of new buildings on the campus, the name of the institution was changed from Bennett Academy to Wood Junior College in their honor. Their gifts at that time started a building program, aided by donations from other sources, which gave the institution a modern plant.

Dr. and Mrs. Wood became interested in the education of poorer boys and girls in 1913 at which time they erected Wood Home, a dormitory for the then known Bennett Academy. Since that time they have kept in intimate touch with the institution and their counsel and donations have had weight in the Christian education of boys and girls of many counties in Mississippi who perhaps would not have been able financially to attend any other institution.

The attorney representing the estate states that after the death of Mrs. Wood the entire estate will go to the school. It is not known just what value the estate now carries, but Dr. and Mrs. Wood were known to be possessed of extensive properties.

Judging the New Books

HARL R. DOUGLASS (Chairman), *The Study of College Instruction*. Yearbook XXVII of the National Society of College Teachers of Education. University of Chicago Press, Chicago, 1939. 314 pages.

The junior college is or should be primarily interested in the problem of the improvement of college teaching. Its primary function is not research but instruction. A wealth of information and stimulus will be found in this yearbook useful to those constructively interested in improvement of college teaching, whether in terms of principles, objectives, techniques, or evaluations. Of course it does not contain the answer to the problem, but the contributions of a score of outstanding educators representing many institutions and varied view points afford a basis for consideration, discussion, and individual or group experimentation. The 18 chapters are divided into three groups, fundamental changes, psychological approaches, and technical resources for use in approaching specific problems.

E. WERTHEIM, *Textbook of Organic Chemistry*. P. Blakiston's Son & Co., Philadelphia, 1939. 830 pages.

This book presents material for a two-semester beginning course in organic chemistry. It is intended to serve the needs of students who will major in chemistry or specialize in organic chemistry, also those who are enrolled in pre-medical or chemical engineering courses. It is characterized by clarity, directness, convenience and adaptability. The salient

facts are presented in a direct and concise manner. The importance of the graphical formula as a key to chemical behavior is emphasized by comment and liberal use. Numerous aids are offered the student for assimilation and review of the data by using study questions, reaction charts, review outlines, summaries, and many illustrations.

HATTIE M. MARSH, *Building Your Personality*. Prentice-Hall, Inc., New York, 1939. 249 pages.

The author, a member of the staff of Colorado Woman's College, out of her experience with junior college young women has developed a helpful book which is a combination of textbook and workbook. It provides a plan and furnishes in clear direct form reading materials and pertinent suggestions by means of which a student may improve her own personality. It also provides tests, rating scales, criticism sheets, and similar devices (on perforated pages) for analysis of different aspects of her personality by herself, her friends, and her instructors. The chapter headings include personality, speech, poise, dress, beauty aids, grooming, etiquette, and health. The typography is particularly attractive and the illustrations well chosen.

NEW PUBLICATIONS RECEIVED

GEORGE T. WALKER, *Correct Typewriting Style*. Ronald Press, New York, 1938. 90 pages.

GERTRUDE WALSH, *Sing Your Way to Better Speech*. E. P. Dutton & Co., New York, 1939. 209 pages.

R. B. WEAVER, *Amusements and Sports in American Life*. University of Chicago Press, Chicago, 1939. 196 pages.

Bibliography on Junior Colleges *

3671. GOLDBERG, MATILDA G., "The First Four-Year Junior College," *Education Abstracts*, 4:300 (October 1939).
3672. HENELY, LOUISE M., "Report of Board of Trustees of Cottey College," *P. E. O. Record*, 51:26-29 (November 1939).
- Reports on building changes, curriculum development, and other phases of the "Ten Year Plan" for the improvement of the college.
3673. HIMSTEAD, RALPH E., "Council Record," *Bulletin of the American Association of University Professors*, 25:470-82 (October 1939).
- Includes report of discussion and recommendation of the Council on opening the membership of the Association to junior college faculty members. (pp. 475-76).
3674. HUGHES, ELIZABETH, "A High School Teacher Looks at the Junior College," *American Soroptimist*, (October 1937).
- An interpretation of the junior college by a woman member of the state legislature who sponsored the 1921 California junior college law in the Assembly.
3675. JOHNSON, B. LAMAR, *Vitalizing a College Library*. American Library Association, Chicago, 1939. 122 pp.
- Describes the Stephens College library program. For review see *Junior College Journal*, 10:236-37, (December 1939). Also see No. 3646.
3676. JONES, ARTHUR J., "Programs of Guidance and Counseling," *Review of Educational Research*, 9:185-95 (April 1939).
- Includes a section on junior colleges (p. 191) "Activity among junior colleges is evident from the large number of reports. These show a keen interest in personnel work, fine cooperation by staff and faculty, well-developed programs, and a sound philosophy of guidance with special stress upon developing well-integrated personalities."
3677. JONES, OLGA, "The Junior College," in *Education in the United States of America*, U. S. Office of Education Bulletin 1939, Miscellaneous No. 3. Washington, 1939. 55 pages.
- A pictorial bulletin prepared under the joint auspices of the National Education Association and World Federation of Education Associations to assist in interpreting the educational system of the United States to South America. Includes (p. 40) discussion of the junior college and illustration of a junior college plant.
3678. JUDD, CHARLES H., "New Materials of Instruction for the Junior College," *Bulletin of the National Association of Secondary School Principals*, 23:7-15 (October 1939).
- Abstract of an address at the San Francisco meeting of the Department. "The junior college has an opportunity to serve the young people of the country in a unique way. In order to do so it must abandon once and for all the idea that its duty is to imitate the traditional freshman and sophomore programs of long-established colleges." Followed by panel discussion with reports of comments by Walter C. Eells, Frank W. Thomas, Herbert O. Williams, E. W. Montgomery, William H. Conley, Eugene B. Chaffee, Harland W. Mead, and Lloyd D. Luckmann.
3679. KEFAUVER, G. N., and HAAN, A. E., "Selected References on the Organization of Secondary Education," *School Review*, 47:622-26 (October 1939).
- Includes a special section of five annotated references on the junior college.

* This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

3680. KERR, FRED L., "Tenth Annual Report, Enrollments in and Degrees Conferred by Member Institutions for the Year 1938-1939." Supplement to *Journal of the American Association of Collegiate Registrars*. 43 pages. (October 1939).

Includes enrollment data for 70 junior colleges by class, sex, etc., for 1937-38 and 1938-39. Shows gain of 21 per cent for junior colleges, 13 per cent for teachers colleges, 8 per cent for liberal arts colleges, 6 per cent for professional schools, and 4 per cent for universities.

3681. KREY, A. C., "Teaching Problems in Social Science," *Journal of Higher Education*, 10:349-55 (October 1939).

Includes some consideration of problems at the junior college level.

3682. MITCHELL, MARJORIE, "Visitations at Cottey College," *P. E. O. Record* 51:18-19 (December 1939).

Account of visit of 800 members of the P. E. O. Sisterhood to Cottey College, Missouri.

3683. MITCHELL, MARJORIE, "What Cottey College Means to You and Me," *P. E. O. Record* 51:29-31 (November 1939).

An address outlining the history, the ideals, and the problems of the college.

3684. MORGAN, WALTER E., "Apportionment of State School Funds 1939-40," *California Schools*, 10:219-24 (September 1939).

Detailed statement of average daily attendance and state apportionments for each of the district junior colleges in California.

3685. MUNTHE, WILHELM, *American Librarianship from a European Angle*, American Library Association, Chicago, 1939. 191 pages.

Chapter XII, "The College Library" includes a discussion of the junior college which the author suggests as the solution of many college library problems.

3686. NATION'S SCHOOLS, "Junior College Committee Reports," *Nation's Schools* 24:70 (October 1939).

A report of the personnel and plans of the American Association of Junior Colleges' Committee on Policy.

3687. ORTON, DWAYNE, "The Place and Function of the Junior College," in *Annual Publication of the Western Association of Colleges and Secondary Schools*. San Francisco, 1939.

An address delivered before the Northern California Junior College Association, November 5, 1938. Discusses occupational education, university preparatory education, adult or continuing education, and education for social competency.

3688. OWENS, ROSE, "Financing the New Dormitory," *P. E. O. Record*, 51:33-34 (November 1939).

A report on the financial aspects of a new dormitory for Cottey College, Missouri.

3689. SCHOOL AND SOCIETY, "Terminal Education as the Outstanding Function of the Junior College," *School and Society*, 50:432-33. (September 30, 1939).

Report of the personnel and plans of the American Association of Junior Colleges' Committee on Policy.

3690. SCHOOL REVIEW, "Conference Proceedings on Consumer Education," *School Review*, 47:651-52. (November 1939).

Review of *Next Steps in Consumer Education*, proceedings of the National Conference on Consumer Education held at Stephens College, Missouri, in April, 1939.

3691. SCHOOL REVIEW, "Federal Aid for Vocational Education in Junior Colleges," *School Review*, 47:485-87. (September 1939).

Describes vocational work supported by Federal funds under authorization of the Federal Board for Vocational Education in 18 public junior colleges in California.

3692. SCHOOL REVIEW, "The Proposed Plan of Reorganization for St. Louis," *School Review*, 47:641-43. (November 1939).

Includes comments on the six-four-four aspects of the plan suggested for St. Louis.

3693. SCHURMAN, CAROLINE S., "Miss Mitchell Speaks in Chicago," *P. E. O. Record*, 51:16. (December 1939).

Outline of history and present condition of Cottey College, Missouri.

EDUCATION FOR MARRIAGE*(Continued from page 389)*

after one of my very dear students said to me: "But you have made marriage such a serious and difficult problem that I have broken my engagement." A shock at first, the statement troubled me less when I remembered that a thrice-divorced mother was in the background. Perhaps I had cheated lawyers out of at least one case. For we must succeed in convincing our students that the definition of love is not self-satisfaction but sacrifice and unselfishness, giving as well as taking, a compound of loyalty, endurance, tenderness, devotion, and desire for the happiness of the other. And we must suggest to them that, in place of the traditional altar vows, the last of which is now almost obsolete, they substitute: love, honor and *make adjustments*.

JUNIOR COLLEGE SERVICE

THE STAFF of the American College Bureau is particularly well equipped to render effective service in counsel and placement of administrative and faculty personnel in junior colleges. Members of our staff have been closely associated with the development of the junior college movement since its early days. In case of vacancy, we give careful study to the requirements of administrators and heads of departments. In the interest of the individual college administrator or teacher, we make a careful study of your assets in order to promote your professional growth. We carefully analyze the requirements, both of the employing executive and those of the registrant seeking advancement, for the best interests of each. Our service is nation wide.

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